AN ASSESSMENT OF RESERVE OFFICER TRAINING CORPS'
PROGRAM OF INSTRUCTION FOR FUTURE OFFICERS

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

AN ASSESSMENT OF RESERVE OFFICER TRAINING CORPS' PROGRAM OF INSTRUCTION FOR FUTURE OFFICERS, by MAJ Robert T. Stein, 86 pages.

This study analyzes the current Reserve Officer Training Corps' (ROTC) Program of Instruction (POI) found in Cadet Command Regulation 145-3 and determines if the POI has anticipated the leadership training needs of ROTC cadets for the future. In order to determine what leadership attribute requirements the Army feels will be necessary for newly commissioned lieutenants, this study used military sources that discussed the nature of leadership in the Army of the future. The publication entitled *Army Vision 2010* provided a broad insight into the Army's transformation from the Legacy Force to the Objective Force and the skills needed for future military officers. The briefing entitled Tomorrow's Lieutenant and the work entitled *ROTC Future Study* provided a narrower focus on necessary leadership attributes anticipated for newly commissioned lieutenants in the near future. In addition, this study utilized the leadership experience at the United States Military Academy (USMA) as a comparison group.

The research showed that the POI of ROTC as written does not fully support the needs of neither the Army of today nor the Army of the future. The POI needs the addition of a comprehensive written plan for teaching leadership to ROTC cadets.

Also, the research indicated a need for a sharing of approaches between USMA and ROTC to develop a better quality leadership POI for use by all ROTC precommissioning institutions.

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ACRONYMS

POI   Program of Instruction

ROTC   Reserve Officer's Training Corps

TRADOC Training and Doctrine Command

USMA   United States Military Academy

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CHAPTER 1

INTRODUCTION

Background

> There is no greater responsibility for a peacetime army than to
> prepare those leaders who will lead us in the next conflict and who
> must, for the sake of victory, challenge all the assumptions about
> what that conflict might be like. (2001)

> General Eric K. Shinseki, CSA

In April 2001 the Chief of Staff of the Army General Eric Shinseki presented a

speech to an audience of the top Reserve Officer's Training Corps (ROTC) cadets and the

nation at the Marshall Awards dinner held annually at the Virginia Military Institute. In

his speech General Shinseki discussed the transformation of the United States Army and

the transformation that its leaders must undertake to meet the challenges of the changing

world. This begs the question, Is ROTC training the future leaders to meet those

challenges?

ROTC and Leadership Attributes

In October of 1998, Cadet Command published Cadet Command Regulation 145-

3, *Precommissioning Training and Leader Development*. The regulation states:

> The fundamental purpose of precommissioning training is officer leadership
> development; to ingrain in cadets what an officer should be, know and do. We
> seek to identify and recruit the best cadets we can and then develop their values,
> attributes, skills and actions to meet standards for service as officers. The
> assessment and subsequent development of leadership comprise the main effort.
> Other skills and knowledge are important, but leadership development is our main
> effort. (Department of the Army 1998b, 4)

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This passage embodies the focus of ROTC cadet training in the area of leadership development. The lesson plans for this training were then created with this philosophy in mind.

The Army of October 1998 had yet to undergo the transformation that it is currently in. In 1988, this researcher graduated from the Washington and Jefferson College ROTC program and received a commission as an Army officer. Eleven years later in 1999, this researcher was promoted to the rank of major and sent to teach at the University of Dayton's ROTC program. During that time between 1988 and 1999, the leadership needs of the military had remained relatively unchanged. However, when General Shinseki announced the Army's transformation plan at the Eisenhower Luncheon address to the Association of the United States Army (AUSA) in October of 1999, the Army's leadership requirements of new lieutenants changed. In an effort to harness that change, the Department of the Army had just published Field Manual (FM) 22-100, *Army Leadership,* in August of 1999. In the foreword General Shinseki states:

> This leadership manual lays out a framework that applies to all Army leaders--officer and NCO [noncommissioned officer], military and civilian, active and reserve component. At the core of our leadership doctrine are the same Army Values imbedded in our force: loyalty, duty, respect, selfless service, honor, integrity, and personal courage (LDRSHIP). The framework also outlines physical, mental, and emotional attributes that together with values form *character*--what a leader must BE. (Department of the Army 1999, Forward)

Even though Cadet Command Regulation 145-3 was written prior to FM 22-100, the wording and terminology are very similar. Both group leadership attributes into three broad categories: mental, physical, and emotional.

FM 22-100 is the overarching manual that defines the composition of an Army leader. This field manual outlines the framework for all Army leaders in defining

attributes as "a person's fundamental qualities and characteristics." Additionally, the field manual further breaks leadership attributes into three characteristics: mental, physical, and emotional (Department of the Army 1999, 2-10). Then, the publication distills the main three leadership attributes into many subcomponents. The mental attributes of a leader include a leader's will, self-discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness. Physical attributes are further defined as health fitness, physical fitness, and military bearing. Finally, emotional attributes of the leader are self-control, balance, and stability. All three attributes, combined with Army values, help define the military leader that the Army needs to meet today's mission requirements.

Statement of the Problem

As stated above, FM 22-100 enumerates on the leadership attributes required of the officers in today's Army. The Cadet Command Program of Instruction (POI) provides the basis for the training of young cadets to become officers. Being that the Cadet Command regulation was published before the Army's *Vision,* it is safe to come to the conclusion that ROTC regulation does not fulfill all of the Army's future needs. In the Army's vision publication lies the leadership attributes necessary of future leaders. The focus of this research effort is to identify any gaps in the effectiveness of the ROTC POI in addressing the leadership attributes necessary for the future officer.

Importance of the Research

The importance of this thesis directly relates to the success of the Army of the future. With ROTC providing the largest source of officers on active duty, roughly 70

percent, incorrectly training cadets could lead to disaster on the future battlefield. This researcher selected the Army of the future because it was close enough to present times to implement suggested changes, should this thesis conclude that changes to the POI are necessary. Cadet Command is currently revising the entire POI. The results are due out mid-to-late fiscal year 2002. Ideally, this study could be used as an additional source to help Cadet Command adjust their leadership blocks of instruction to better support the needs of the Army and the ROTC cadets.

Purpose of the Research

The purpose of this research is to review the current ROTC POI and to assess its usefulness to the Army in training ROTC cadets in the area of leadership attributes. The current Cadet Command regulation was published in October 1998. The leadership of the Cadet Command at the time had no way of knowing the direction that the Army was going with respect to transformation. Training ROTC cadets was based on the way it had always been done. Very little difference existed between the classroom training and the field-training tasks that I received as a ROTC cadet and the tasks that I was mandated to teach as a ROTC instructor. Even the big training event, the Advanced Camp, was for the most part left unchanged. Then in 1999, General Shinseki announced the Army's transformation, and no one could have fully anticipated the leadership requirements that would be placed on newly commissioned 2d lieutenants.

Adding to the physical transformation of the Army is the expanded role of the military in worldwide situations. Leaders of the past were prepared to fight large-scale conflicts, and the actions were relatively slow moving and had little impact at the operational or strategic level. The "CNN effect" thrusts leaders in the spotlight in front

of millions of viewers from around the world. Never before have the words of a 2d lieutenant at a checkpoint in Bosnia, in front of millions of viewers meant so much. A single action or reaction to a certain situation may result in escalation of a conflict.

Therefore, it is imperative that the Cadet Command develops a program of instruction that mirrors the needs of the young officer. The Army must give the new 2d lieutenant the leadership tools to be successful on the battlefield.

Primary Question

The primary question that this work will attempt to answer is, Does the current ROTC POI address the necessary leadership attributes to meet the needs of ROTC commissionees in the future? The basis of the necessary attributes to lead soldiers is contained in FM 22-100. It is the foundation from which this study will start and shift accordingly.

Subordinate Questions

Throughout this study, the following questions will help support the thesis:

1. What leadership attributes does the current ROTC POI teach cadets?

2. What does FM 22-100 address in the area of leadership attributes?

3. What published documents address anticipated requirements of newly commissioned lieutenants in the future?

4. How does the ROTC leadership POI compare to that of the United States Military Academy (USMA)?

5. What changes need to be made to the current ROTC POI to address leadership shortfalls?

Scope and Delimitations

The scope of this thesis will cover specific leadership attributes as covered in FM 22-100, *Army Leadership,* and assess the current Cadet Command POI to see if it meets the needs of new 2d lieutenants in the future. By using the Army's *Vision* publication, the leadership challenges facing new 2d lieutenants will be anticipated, and specific leadership attributes will be addressed in an attempt to meet the cadet's and Army's needs. These attributes will then be linked with what is currently in the ROTC POI to see if there needs to be some additions or deletions to make it more productive.

Furthermore, this study will compare the ROTC leadership POI to the one currently being taught at the USMA. This is not to say that the POI of the USMA better prepares cadets to be officers but will provide insight into another of the Army's commissioning sources. This study will not analyze the POI of the Officer Candidate School (OCS) because the age differences in ROTC cadets (eighteen to thirty years old) and OCS (twenty-one to thirty years old) cadets make the comparison irrelevant. The USMA cadets and the ROTC cadets are roughly the same age and come from comparative backgrounds.

This study will not attempt to address the nature versus nurture argument in leadership development. However, this study will discuss current theories of adult learning and how they apply to teaching. It is covered in the assumptions of the study that leadership attributes can be learned. Discussing how well a cadet can learn leadership attributes and apply them is beyond the scope of this study. In addition, the study accepts the fact that instructors across all ROTC institutions are individuals. As individuals, some instructors will provide better quality instruction to the cadets than

others. The study will adhere to the objective realization of whether or not the current

ROTC POI meets the needs of the Army in the future.

The amount of training hours needed to train certain leadership attributes will not

be quantified in this study, but noted that a void in subject matter exists. Assigning a

time standard to the subject matter is to be left up to a panel with much greater resources.

A study entitled, *The Army Training and Leader Development Panel Officer Study

Report,* believed that to be true in an early background statement. "The Panel's work

provides compelling evidence that a main effort in Army Transformation should be to

link training and leader development to prepare Army leaders for full spectrum

operations" (Department of the Army 2000b, OS-1).

<div align="center">Limitations</div>

A quantifiable way of measuring the ROTC POI was not conducted. Surveying

professors of military science (PMS) might have resulted in providing valuable

information, but their opinions could have been tainted by their subjective views. The

academic level of the paper, masters versus doctorate, and the time available to be

allocated for research were limited. In addition, the study is only limited to unclassified

information for the study to allow for the widest possible dissemination.

A limitation placed on all ROTC programs is time. Cadet Command states that

the primary focus of the cadets must be school. Therefore, the amount of hands-on

training time with the cadets is limited. To put this into perspective, the freshmen attend

class one hour per week, the sophomores two hours per week, the juniors and seniors

three hours per week.

<u>Assumptions</u>

The assumptions being made during the compilation of this thesis are:

1. Some successful leadership attributes change with technology and cultural shifts.

2. Challenges facing the officers of the future are different from the ones officers face today.

3. Leadership is a trait that can be developed.

4. Leadership attributes (mental, physical, and emotional), the army core values, and individual character traits combine to guide an officer's actions.

5. Officers strive to perform in the best possible manner for themselves, their unit, and their country.

6. The Cadet Command POI will not be significantly changed between now and the publishing of this thesis.

7. Quality leadership instruction during a cadet's ROTC development sets a solid foundation for new 2d lieutenants to be successful.

8. The leadership POI at USMA is not better than the one in ROTC, but it fits the needs of that program.

<u>Definition of Key Terms</u>

<u>Advanced Camp</u>. A ROTC military experience for cadets normally attended during the summer of a cadet's junior and senior year. At the camp, cadets learn many common soldier skills and are evaluated on their ability to perform while in leadership positions from squad leader to company commander.

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Basic Camp. A ROTC summer camp that is used to replace the freshman and sophomore experience that a college student may have missed for any number of reasons. By successfully completing the Basic Camp, cadets receives credit for their missed Military Science (MS) I and MS II years. They return to their school ready to start their junior year as a MS III cadet.

Commissionee. This is a newly commissioned ROTC officer.

Leadership Attributes. Characteristics that a leader possesses that define him or her as a leader. Attributes may incorporate Army values, skills, and actions.

MS I. An MS I is a college student in his or her first year as a cadet in a ROTC institution. Normally, this cadet is a college freshman.

MS II. An MS II is a college student in his or her second year as a cadet in a ROTC institution. Normally, this cadet is a college sophomore.

MS III. A MS III is a college student who has successfully completed his or her MS I and MS II years either at the university or by completing the Basic Camp. Normally, this cadet is a college junior.

MS IV. A MS IV is a college student who has successfully completed his or her MS III year and Advanced Camp.

Reserve Officer's Training Corps. An Army commissioning program that trains a cadet during his or her four years of college and then commissions him or her a 2d lieutenant in the United States Army. Currently, all scholarship cadets must serve their first three or four years on active duty.

To place the importance of teaching leadership attributes in ROTC in perspective, one has to only imagine this real-life possibility. In May, Cadet Smith walked across stage of his university to get his diploma and to be commissioned a 2d lieutenant in the United States Army. After celebrating his great accomplishment that evening with his family, 2d Lieutenant Smith loads up his car and the next day drives to his Officer Basic Course. At his officer basic course, 2d Lieutenant Smith learns the technical and tactical expertise required in his branch. At the conclusion of his five-month Officer Basic Course, 2d Lieutenant Smith goes home on leave before shipping out to his first duty station, the 25th Infantry Division in Hawaii. Within two months of arriving in the 25th Infantry Division, 2d Lieutenant Smith deploys with this unit to Bosnia or Mogadishu or Afghanistan. There his leadership attributes are put to the test dealing with situations that his Officer Basic Course did not prepare him for.

An angry mob gathers at the checkpoint that 2d Lieutenant Smith's platoon is responsible for guarding. The crowd begins to chant anti-American statements and throwing rocks. Second Lieutenant Smith has to make split second decisions to protect his unit and the Army's mission. When an individual is faced with unfamiliar or uncertain circumstances, they usually will revert back to the basics of their training to solve the problem. Hopefully, 2d Lieutenant Smith, being that he was in ROTC for four years and in the basic course for only five months, would be able to call upon the leadership attributes that he learned in ROTC to help him solve the crisis. As evidence that this scenario is not too far from the truth, one only has to read this quote from General Shinseki, "What I didn't know was that the unit I'd been assigned to, the 25th

Infantry Division in Hawaii, was soon to be secretly alerted for Vietnam and that I would

be there in-country within seven months. I never would have guessed that seven months

after commissioning I would be in the middle of a hot war" (Shinseki 2001, 1).

With more deployments in today's Army than ever before in history, the Army

must do a better job training and preparing its leaders during their formative years in

ROTC. The consequences of failure are too great in loosing the lives of America's sons

and daughters.

Conclusion

In the forward of FM 22-100, General Shinseki challenges all leaders to follow

the guidance as outlined in the field manual. It is crucial, if the United States Army is to

succeed as a military. The soldiers who we lead deserve officers who are skilled at the

art of leadership. The soldiers expect to be led and in turn leaders expect them to follow.

The joining link between the officers and the soldiers is the art of leadership.

Through a thorough literature review, the researcher will be able to answer the

primary and subordinate questions relating to the ROTC POI. The literature will provide

the starting point of what is needed today and the requirements of what leadership

attributes are needed in the future. It is then the author's mission to analyze the current

ROTC POI to see if the leadership training will meet the Army's needs. In addition, this

study will provide an analysis of the POI from USMA to give another perspective on a

population of roughly the same age. The study will result in recommendations of how to

better train ROTC cadets in the art of leadership.

CHAPTER 2

LITERATURE REVIEW

Introduction

Many articles have been written dealing with military leaders and the attributes

that make them a successful leader. This study will explore some of the leadership

attributes as they relate to ROTC cadet training in producing a lieutenant with a solid

leadership foundation. This chapter will begin by reviewing FM 22-100, *Army*

Leadership, as the foundation for the terms and definitions dealing with leadership

attributes. Following the discussion of leadership attributes, this chapter will review

Cadet Command Regulation 145-3. In analyzing Cadet Command Regulation 145-3, this

study will outline the instructional requirements for teaching ROTC cadets in the area of

leader attributes. Then, the research will focus on three works that will help set the stage

for leadership attributes requirements in the future. Those three works are: *The Army*

Vision, the briefing entitled "Tomorrows Lieutenant," and the *ROTC Future Study*.

Additionally, the literary review will analyze each work's relationship to this thesis and

contributions that this thesis could make to the source.

Another source that may provide useful comparisons in the area of officer

leadership training is the United States Military Academy (USMA) Program of

Instruction (POI). USMA will provide this study with another method of training young

cadets to become officers.   USMA is an excellent source of information because they

have been training cadets in leadership since the school was founded on 16 March 1802.

This 200-year-old perspective on how to train leaders has directly led to outstanding

generals like Grant, Pershing, MacArthur, Patton, Eisenhower, and Schwarzkopf to just

name a few. In addition, USMA and ROTC both train cadets that are in a similar age

bracket, eighteen to twenty-four years old, which is important to provide a comparable

commissioning program.

<center>FM 22-100, *Army Leadership*</center>

The starting point for research in Army leadership is FM 22-100, *Army

Leadership*. This field manual, published in August 1999, discusses in detail the Army

leadership framework. It is this framework that this research will use as the foundation

for leadership attributes. The question of whether not the leadership attributes listed in

this manual will serve the Army's needs in the future will be determined later in chapters

4 and 6. Even though this field manual has an undefined link to the future, the leadership

attributes terms are firmly grounded in the needs of the Army today.

FM 22-100 breaks Army leadership attributes down into three main categories:

mental, physical, and emotional. The manual states, "Attributes are person's fundamental

qualities and characteristics. People are born with some attributes; for instance, a

person's genetic code determines eyes, ears, and skin color. However, other attributes-

including a leader attributes-are learned and can be changed" (Department of the Army

1999, 2-10). This study will utilize the leadership attribute framework provided in FM

22-100 as a springboard for future analysis.

The first category of attributes is mental attributes. These attributes are derived

from a person's inner being. A person will develop the mental attributes of will, self-

discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness as

they grow up from youth to adulthood. FM 22-100 defines "will**"** as "the inner drive

that compels soldiers and leaders to keep going when they're exhausted, hungry, afraid,

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cold, and wet-when it would be easier to quit" (Department of the Army 1999, 2-11). In essence, will is the driving force behind soldiers facing difficult situations.

Another subcomponent of a leader's mental attributes is "self-discipline." FM 22-100 states that, "Self-disciplined people are masters of their impulses. This mastery comes from the habit of doing the right thing. Self-discipline allows Army leaders to do the right thing regardless of the consequences for them or their subordinates" (Department of the Army 1999, 2-12). In essence, self-discipline guides the actions of an Army leader and allows the leader to control the uncontrollable in times of war. Self-discipline of a leader in peacetime helps the leader to grow mentally and physically without having to be directed to do so.

Along with self-discipline, the Army defines a leader as having "self-confidence." According to FM 22-100, "Self-confidence is the faith that you act correctly and properly in any situation, even one in which you were under stress and don't have all the information you want" (1999, 2-13). A leader's self-confidence is derived from his own technical and tactical competence. In addition, a self-confident leader is comfortable with who he is and where he is in his profession.

Another aspect of the leader's mental attributes is his "initiative." FM 22-100 defines initiative as "The ability to be a self-starter-to act when there are no clear instructions, to act when the situation changes or when the plan falls apart" (1999, 2-12). In other words, a leader with initiative is able to seize the moment without guidance, make a decision, and turn it into action. Initiative in a leader is imperative during wartime due to the likelihood of separation from a higher commander during the chaos of war.

It is essential for leaders who take initiative to have good "judgment." FM 22-100 defines good judgment as: "The ability to size up the situation quickly, determine what's important, and decide what needs to be done" (1999, 2-13). The hidden variable in a leader possessing good judgment is experience. As a leader's experience level rises, normally, his judgment rises in an unknown fractional proportion (Department of the Army 1999, 2-13). The field manual expresses a belief that a coach or mentor who teaches leaders through their mistakes can speed up the learning curve of judgment (1999, 2-13).

In order for a leader to learn from his mistakes, he must possess the mental attribute of "intelligence." FM 22-100 defines intelligent leaders as "leaders think, learn, and reflect; then they apply at what they learned. Intelligence is more than knowledge, in the ability to think isn't the same as book learning" (1999, 2-14). Intelligence allows a leader to step back and see the terrain, see the enemy, and see himself.

The final mental leadership attribute found in FM 22-100 is "cultural awareness." FM 22-100 defines cultural factors in three contexts:

1) You must be sensitive to the different backgrounds of your people.
2) You must be aware of the culture of the country in which your organization is operating.
3) You must take into account your partner's customs and traditions when you're working with forces of another nation. (1999, 2-14)

A leader must be knowledgeable of different cultures within his organization to be able to maximize his soldier's potential (Department of the Army 1999, 2-14, 2-15). This also applies to knowing the cultures of other countries and services as we work in multinational and joint operations.

The field manual describes the second category of leaders attributes as "physical attributes." Physical attributes are broken down into "health fitness," "physical fitness," and "military and professional bearing." Of the three categories of leader attributes, physical attributes are the most quantifiable. In addition, physical attributes in leaders can be trained and results will be visible almost immediately (Department of the Army 1999, 2-14- 2-15).

In the area physical attributes, health fitness is an overarching category that covers a leader's well being. FM 22-100 defines health fitness as "everything you do to maintain good health, things such as undergoing routine physical exams, practicing good dental hygiene, maintaining the plausibility standards, and even personal grooming and cleanliness" (1999, 2-16). The manual asserts that it is a scientific fact that a healthy leader can perform better under duress than an unhealthy one.

Another category of physical attributes is "physical fitness." FM 22-100 states, "Unit readiness begins with physically fit soldiers and leaders. Combat drains soldiers physically, mentally, emotionally. . . . Physical readiness provides a foundation for combat readiness" (1999, 2-16). In effort to quantify a leaders physical fitness, the Army developed the Army Physical Fitness Test (APFT). A leader must score high on the APFT to demonstrate to his soldiers the importance of physical fitness. A leader who does not score high may send the opposite message that physical fitness is not important.

The final category of physical attributes is "military and professional bearing." FM 22-100 states that, "By the way you carry yourself and through your military courtesy and appearance, you send a signal: I am proud of my uniform, my unit, and myself" (1999, 2-17). A good leader must present a good positive physical image to the

soldiers of the unit to help build their confidence in that leader. However, a leader must

possess substance in their character to backup their physical appearance (Department of

the Army 1999, 2-16-2-17).

In addition to the mental and physical attributes that a leader must possess, FM

22-100 categorizes "emotional attributes" as the final piece to the puzzle. In further

refinement, the field manual lists "self-control," "balance," and "stability" as the keys to

a solid emotional leader. Emotional attributes of a leader are what will determine how

the leader-officer will interact with his soldiers. Under the stresses of combat, a leader's

emotional attributes will determine how his unit reacts to the fear associated with war.

Important to the concept of emotional attributes is the idea of "self-control." FM

22-100 states, "You must display the proper amount of emotion and passion-somewhere

between too much and too little-required to tap into your subordinates emotions.

Maintaining self-control inspires calm confidence in subordinates." (1999, 2-18). This

section implies that self-control is an attribute that can be learned through experience and

tailored to meet the needs of the unit.

Another emotional attribute is "balance." Balance is similar to self-control in that

a leader must know the right time and place for certain actions. FM 22-100 explains,

"Emotionally balanced leaders display the right emotion for the situation and can also

read others' emotional state" (1999, 2-18). Emotional balance implies that a leader must

not approach everything with the same intensity, but must pick and choose times to assert

himself to have a positive impact on the soldiers and the situation.

In addition to self-control and balance, a leader must display "stability." FM 22-

100 defines stability as leaders who "are steady, levelheaded under pressure and fatigue,

and calm in the face of danger" (1999, 2-18). The only difference between stability and self-control is the leaders actions after he has refrained from not giving into his first emotional instinct. The stability in a leader comes from his ability to harness his emotions and not let them impact his actions.

After analyzing the mental, physical, and emotional attributes of a leader as listed in FM 22-100, it is evident that this will be the foundation for this research paper. This thesis may contribute to a future revision of FM 22-100 by possibly identifying future leadership attributes necessary for all leaders to possess.

Cadet Command Regulation 145-3, *Precommissioning Training and Leadership Development*

This Cadet Command regulation, governs all precommissioning training for ROTC cadets. This regulation serves as the primary means to establish what ROTC is training cadets in the area of leadership development, specifically leadership attributes. The regulation summary states, "This regulation provides command policy and procedural guidance for the standardization and execution of precommissioning training and leadership development in all Army Reserve Officers' Training Corps (ROTC) programs" (1998b, 1). In essence, the regulation establishes the baseline standard for all leadership training in ROTC. As stated before, this research will not attempt to address the importance of the quality of instruction in ROTC, but instead, the research will focus on the objective parts to ROTC leader training. This regulation provides insight into the precommissioning tasks taught in ROTC and provides linkage to the lesson plans taught in the classroom. In addition to the classroom portion of training, cadets undergo additional leadership development.

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Cadet Command divides a ROTC cadet's training into four phases: MS I, MS II, MS III, and MS IV. At each of these stages of their development, cadets are trained in specific areas that are designed to build the knowledge base of the cadets to function as officers in the United States Army.

During a ROTC cadet's freshmen year, the cadet adjusts to rigors of advanced schooling and learns to function as a member of a group. Classroom training and field training are designed to instruct MS I cadets on basic soldier skills and indoctrination into the Army way of life. Instruction is geared towards helping the cadet internalize the Army value system and how to treat different groups of people. In addition to providing the necessary common Army skills, MS I training introduces the cadets to small-unit tactics and the entire ROTC program.

During the MS I year, there are many distracters to training that impact ROTC's ability to completely indoctrinate new cadets into the Army. One characteristic that is common among many universities is that MS I classes are open to the entire student body. Open classes serve two purposes: to broaden the recruitment resource pool and to provide a means to improve public perceptions of the military. While the large MS I classroom size has its advantages, the ROTC cadre are unable to provide the more beneficial small group approach to training. In addition to open classes, another distracter facing ROTC institutions is that ROTC cadets are not bound by their contract during their freshmen year. Cadets can choose to leave the program with no monetary obligation after their freshmen year. Retention thus plays a large role in the quantity of training that can be done during the freshmen year. Another factor influencing cadet training is that the schools control the scheduling of the cadet's classes. Therefore,

ROTC classes must meet at odd times just to fit into the cadet's schedule. Though not quantifiable, many factors have impact on the MS I training year.

During a cadet's sophomore year, cadets are expected to move past just being a member of a squad or team, but to learn to become a small-unit leader. In addition to becoming more proficient at soldier skills, MS II cadets are expected to take leadership opportunities, like acting as a squad leader. The classroom portion of the MS II year focuses on development of leadership skills and ethics training. It is during this year that the cadets get fully integrated into the cadet corps.

As in the freshmen year, there are many factors that influence the training of the MS II cadets. Similar to MS I class, MS II classes are frequently open to the entire university for the same reasons as the MS I class. During the second year of school, the classes in the cadet's major begin to dominate his out-of-the-classroom time. Cadets are directed to focus on their academic efforts, thus hindering the their ability to fully develop the MS II cadet.

In the cadet's junior year, they focus on developing their role as a cadet noncommissioned officer (NCO). Each cadet is placed in leadership positions within the corps of cadets throughout the school year. After the cadet's position rotates, he conducts an after-action review (AAR) of his performance with either the cadre or MS IV cadet assigned to evaluate him for the week. It is during this year as a MS III that classroom instruction is only taught to contracted cadets. Cadets are instructed on developing and executing unit plans and orders. The entire MS III year is devoted towards preparing the cadets to perform well at Advanced Camp during the summer. At Advanced Camp, cadets are housed in barracks with cadets from all over the United States. Cadets are

placed in leadership positions and are formally evaluated on their performance by a trained cadre member (major or captain, sergeant first class or master sergeant, or a 2d lieutenant). Advanced Camp enables the cadets to refine their leadership skills and also provide Cadet Command with a way of ranking all of the cadets within the command. In essence, the cadet's junior year provides the experience and practical application of the learned leadership attributes.

In the fourth year of school, the focus of MS IV training is on the roles and responsibilities of the commissioned officer. Along with the specialized classroom instructions, MS IV cadets function in officer roles within the corps of cadets. It is during this time, under cadre supervision, that the MS IV cadets plan and execute training within the cadet corps. MS IV cadets are evaluated in their leadership performance by using the active duty Officer Evaluation Report. The culmination of the MS IV year is the commissioning ceremony and the cadet's subsequent arrival on active duty.

According to Cadet Command Regulation 145-3, cadet training is accomplished in a variety of ways: through classroom training, leadership laboratories, physical training, field training exercises, and social events. Each of these training experiences is parts of the ROTC officer education system and is the means to teaching all precommissioning tasks. The Cadet Command Regulation 145-3 clearly outlines the mandatory training for each ROTC cadet. See table 1 for a summary of minimum requirements for ROTC training.

Table 1. Minimum Training Requirements

Training	MS I	MS II	MS III	MS IV
Class contact hours/week	1	2	3	3
Leadership lab hours/semester	12	12	12	12
Physical Training hours/week	1	2	3	3
Field Training Exercises hours/semester	24	24	24	24
Social Event (one time) hours/year	2	2	2	2

Source: Department of the Army 1998b,10-11.

Table 2 summarizes the total instructor contact hours per semester that the ROTC

cadre spend formally instructing cadets on military tasks.

Table 2. Instructor Contact Hours per Semester
(2 semesters per year)

Formal Training	MS I	MS II	MS III	MS IV
Classroom Training	15	30	45	45
Leadership Lab	12	12	12	12
Physical Training	15	30	45	45
Field Training Exercises	24	24	24	24
Social	2	2	2	2
Total	**44**	**74**	**104**	**104**

Source: Department of the Army 1998b,10-11.

What is not captured in the minimum training requirements and instructor contact

hours is preparatory time. Cadets must spend their own time preparing for classes,

preparing to teach leadership laboratories, preparing to lead physical training, preparing

military equipment for the field, and preparing their uniform for a social event. All the

above-mentioned training events are designed to train cadets on one hundred

precommissioning tasks (PCTs).

Even though the Cadet Command Regulation (CCREG) lists one hundred PCTs, the regulation also states, "Our goal is to train every cadet to standard in every PCT task at some point prior to commissioning" (1998b, 23). This quote demonstrates that Cadet Command has clearly identified the necessary tasks to train cadets on, but does not have a fully integrated program to instruct ROTC institutions on how to teach all of those tasks. Later in the same chapter, CCREG 145-3 makes this statement about the training support plans (TSPs), which are the tasks, conditions, and standard for the PCT training, "The number of training hours specified in TSPs is a guideline only. . . . Generally, the sum of hours suggested in TSPs exceeds contact hours a commander can reasonably expect to achieve with cadets. Efficiencies through integration, labs and FTXs are essential to accomplishing the training mission"(1998b, 24). The implied task to commanders is to tailor this training to meet the atmosphere and resources at their university. This provides a battalion commander flexibility to vary his program to best suit the school's work environment. It also links cadet training to the quality of cadre present at each university. This thesis will not address the selection process of Cadet Command to obtain quality cadre. Basically, parts of the regulation acknowledge the fact that Cadet Command does not possess uniform leadership training (CCREG 145-3, 8).

In the area of leadership training, CCREG 145-3 lists eleven PCTs:

Precommissioning Task Title
1. Apply Leadership Doctrine to Given Situation
2. Identify Duties/Authority of Officer/WO/NCO/Civ
3. Conduct Pre-Combat Checks
4. Coordinate Activities with Staffs
5. Apply Team Development Techniques
6. Motivate Subordinates to Improve Performance
7. Counsel Subordinates
8. Enforce EO/Sexual Harassment Program

9. Act in Accordance with the Provisions of the Code of Conduct and Act in Accordance with the Code of Conduct
10. Comply with Environmental Laws/Regulations
11. Apply Branch Information to Career Decisions (1998b, B-3-4)

In chapter 4, this research will analyze the training that is associated with the above task list. See appendix A for a complete listing of the Precommissioning Task List. Table 3 displays the total percentage of precommissioning tasks taught in the seventeen categories of training. In this table, leadership training is clearly fourth on the priority of percentage of tasks taught.

In addition to the TSPs outlined in CCREG 145-3, Cadet Command places cadets into leadership positions within their ROTC unit to further refine their leadership skills. After serving in a leadership position for a week, the cadet completes a self-evaluation form on how well they performed their leadership duties throughout the week. Depending on the school and leadership position, a cadre or MS IV cadet functions as the cadet's evaluator throughout their time in the leadership position. After considering the cadet's self evaluation form and by witnessing specific actions throughout the week, the evaluator writes a Leadership Position Assessment Report (commonly called a Blue Card, see figure 1). Overall, the MS III cadets are evaluated their entire junior year on the "blue" cards to better prepare them for Advanced Camp.

Table 3. Summary of Precommissioning Task Percentages

% of Tasks	Category
13	First Aid
13	Cadet Command Mandatory Training
12	Operations/Tactics
11	Leadership
8	Nuclear, Biological, Chemical (NBC) Defense
7	Weapons
6	Ethics
5	Combat Service Support
5	Communications
5	Force Protection
4	Military Intelligence
3	Security
3	Training
2	Military History
1	Drill and Ceremonies
1	Land Navigation
1	Total Army

Source: Department of the Army 1998b, B-3-4.

In essence, Cadet Command uses CCREG 145-3 as the overarching document that guides cadet training within ROTC. The regulation is directive in nature, but provides the ROTC Battalion Commanders with the flexibility to tailor the training to meet their programs needs.

Tomorrow's Lieutenant

"Tomorrow's Lieutenant" a briefing by COL John P. Lewis from the Center for Army Leadership (CAL), was given to a 12-member panel from Cadet Command in June 1998. The thesis of the briefing was: Sell the doctrinal framework (FM 22-100) as enduring/as a model for future leader development/evaluation. They are interested in 1) the "weighting: of any dimensions (any more important than others?), 2) training (what to think) vs. Education (How to think) implications and 3) the focus of ROTC education/training i.e. short, medium and long term. (LTC Pyllips 1998)

PART II – PERFORMANCE EVALUATION – "E" & "N" Ratings Must be Justified by Recorded Observations in Part I Above							
CHARACTER Disposition of the leader: Combination of values, attributes and skills affecting leader actions							
a. ARMY VALUES: Indicate (X) "S" or "N" for each OBSERVED value. "N ratings must be justified by observations in Part I above.		S	N	Bullet Comments are mandatory for all "N" entries in Part c below.		S	N
1. LOYALTY (LO): Bears true faith and allegiance to the Constitution, Army, units and soldiers				5. HONOR (HO): Adheres to Army's code of values			
2. DUTY (DU): Fulfills professional, legal and moral obligations				6. INTEGRITY (IT): Exhibits high personal moral standards			
3. RESPECT (RE): Promotes dignity, consideration, fairness and EO				7. PERSONAL COURAGE (PC): Manifests physical and moral bravery			
4. SELFLESS SERVICE (SS): Places Army priorities before self				OVERALL ASSESSMENT – VALUES			

b. LEADER ATTRIBUTES/SKILLS/ACTIONS: Mark (X) "E," "S," or "N" for each OBSERVED dimension within Leader Attributes, Skills and Actions. "E" & "N" must be justified by observations in Part I above. Comments are MANDATORY in part c for all "N" entries.

b.1 *ATTRIBUTES* Fundamental qualities and characteristics	1. MENTAL (ME) Possess desire, will, initiative, and discipline	E S N	2. PHYSICAL (PH) Maintains appropriate level of physical fitness and military bearing	E S N	3. EMOTIONAL (EM) Displays self control; calm under pressure	E S N
b.2 *SKILLS* Skill development is a part of self-development; prerequisite to action	1. CONCEPTUAL (CN) Demonstrates sound judgment, critical/creative thinking, moral reasoning	E S N	2. INTERPERSONAL (IP) Shows skill with people: coaching, teaching, counseling, motivating and empowering	E S N	3. TECHNICAL (TE) Possess the necessary expertise to accomplish all tasks and functions	E S N
	4. TACTICAL (TA) Demonstrates proficiency in required professional knowledge, judgment and warfighting					E S N

b.3 *ACTIONS (LEADERSHIP)* Major activities leaders perform: influencing, operating and improving

INFLUENCING Method of reaching goals while operating/improving	1. COMMUNICATING (CO) Displays good oral, written and listening skills for individuals/groups	E S N	2. DECISION MAKING (DM) Employs sound judgment, logical reasoning and uses resources wisely	E S N	3. MOTIVATING (MO) Inspires, motivates and guides others toward mission accomplishment	E S N
OPERATING Short-term mission accomplishment	4. PLANNING (PL) Develops detailed executable plans that are feasible, acceptable and executable	E S N	5. EXECUTING (EX) Shows tactical proficiency, meets mission standards, and takes care of people/resources	E S N	6. ASSESSING (AS) Uses after-action and evaluation tools to facilitate consistent improvement	E S N
IMPROVING Long-term improvement in the Army its people and organizations	7. DEVELOPING (DE) Invests adequate time and effort to develop individual subordinates	E S N	8. BUILDING (BD) Spends time and resources improving individuals, teams, groups and units: fosters ethical climate	E S N	9. LEARNING (LR) Seeks self-improvement and organizational growth: envisioning, adapting and leading change	E S N

OVERALL NET ASSESSMENT (CIRCLE ONE):   E   S   N

c. COMMENTS- Write bullet comments identifying specific strengths and weaknesses observed within Values, Attributes, Skills and Actions (Comments are MANDATORY for "N" entries in Parts a and b above).
Strengths:

Weaknesses:

Cadet Developmental Action Plan (DAP) Considered?   Yes ☐   No ☐   Cadet Self-Assessment ("Yellow Card") Considered?   Yes ☐   No ☐

RATED CADET'S SIGNATURE	DATE	ASSESSOR'S SIGNATURE	CADRE ☐	CADET ☐

Figure 1. Leadership Assessment Report "Blue Card." *Source:* Department of the Army 1998b, Appendix G.

An aside to the main thesis, the briefing proposed additional leadership attributes. Those attributes were cognitive capacity and self-awareness. The time reference for the briefing was the twenty-first century, and the target subject was leadership needs of lieutenants. The briefing will contribute another point of view for possible additions or deletions to the list of leadership attributes already found in FM 22-100.

A limitation to the briefing was that it provided little information to the challenges that would face future officers that would drive the leadership attribute changes. Additionally, it is unclear throughout the briefing what documents determined officer requirements in the future. This research paper may serve to reinforce the premise of the briefing that the Army needs to anticipate changing leadership requirements in the Army of the future. Ideally, this briefing will provide predictive analysis as the basis for future requirements.

Army Vision 2010

In order to predict the leadership attribute needs of future officers, this research will have to articulate the Army's vision for the future. In the foreword, General Dennis J. Reimer, United States Army Chief of Staff writes,

> The U. S. Army . . . *Trained and Ready for Victory.* A Total Force of quality soldiers and civilians.
> - A values-based organization
> - And integral part of the Joint Team
> - Equipped with the most modern weapons and equipment
> - Able to respond to or Nation's needs
> - Changing to meet the challenges of today . . . tomorrow . . . and that the 21st Century.

This Army document lists concepts, enablers, and technologies that are imperative to winning the next battle. Although leadership attributes are not discussed explicitly, this researcher can extrapolate the missions to the leadership attributes necessary for mission accomplishment. The main thrust of this work is that officers in the future must have the intellect to manage new technologies on the battlefield. In addition the publication states, "This unique capability--to exercise direct, continuing, and comprehensive control over land, its resources, and people-is the essence of the Army's contribution to the joint force

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in winning the Nation's wars" (1998b, 12). In essence, this document implies that future leaders must possess capabilities beyond today's leaders.

Figure 2 illustrates the totality of the Army's future war-fighting needs in order to achieve tactical success. Army doctrine is now focused on the five deliberate patterns of operation: "project the force, Decisive Operations, Shape the Battlespace, Protect the Force, Sustain the Force, and Gain Information Dominance" (Department of the Army 1998h, 10). Basically, through achieving success in the five patterns of operations, the Army can achieve the objective of full-spectrum dominance.
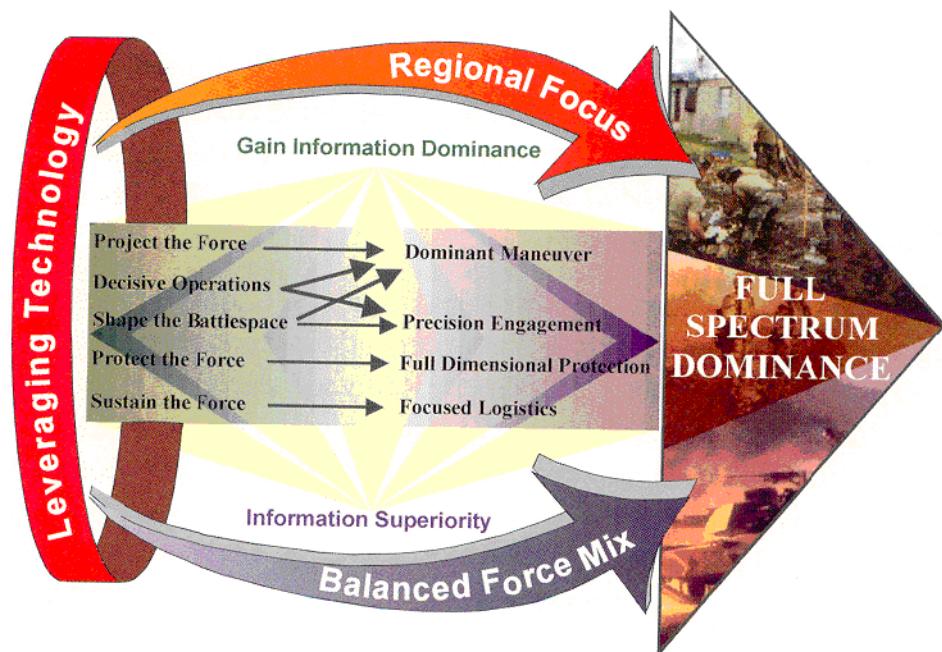

Figure 2. Full Spectrum Dominance. *Source:* Department of the Army 1998h, 10.

In order to achieve full-spectrum dominance as *Army Vision 2010* suggests that the Army must be able to project the force. *Army Vision 2010* states, "Dominant Maneuver will be the multidimensional application of information, engagement, and

mobility capabilities to position and employ widely dispersed joint air, land, sea, and

space forces to accomplish assigned operational tasks" (2001b, 11). This statement is the

driving force behind the concept of a power projection force as depicted in figure 3. This

force, "will be equipped with lighter, more durable, multipurpose warfighting systems,

thus reducing the amount of lift required, as well as the size and complexity of the

logistics tail needed to sustain the forc" (2001b, 11). Overall, the future Army must be

able to project lighter, more lethal joint forces to accomplish the nation's missions.
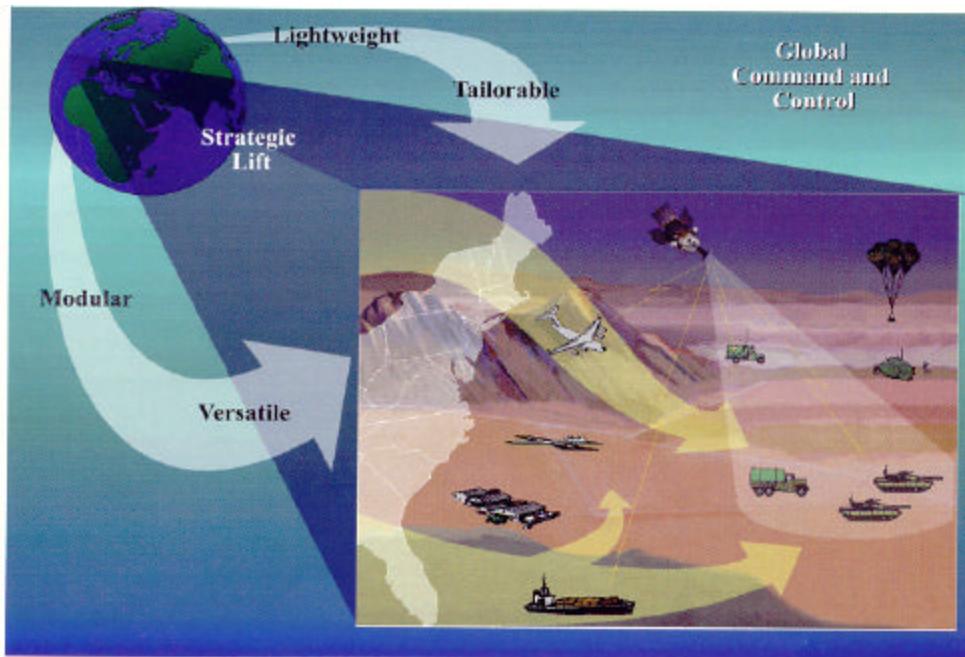

Figure 3. Dominant Maneuver. *Source:* Department of the Army 2001b, 11.

Another pattern of operation that the Army feels is critical to winning the future

conflicts is decisive operations. *Army Vision 2010* states,

> Decisive operations force the enemy to decide to give in to our will. They
> are inextricably linked to shaping the battlespace and precision

engagement in that decisive operations are vastly enhanced by the precision fires, precise information, and precise detection capabilities inherent to precision engagement. (2001b, 12)

The Army plans on accomplishing decisive operations by leveraging technology. Specifically, stealth, both manned and unmanned sensors, and digitization are just a few of technologies that the Army is counting on to provide United States forces the decisive edge in battle (Department of the Army 2001b, 12). This pattern of operation is critical for continued support of the American. In this publication, decisive operations are divided into two separate categories: combat operations and other military operations. *Army Vision 2010* states the following about decisive operations: "This unique capability--to exercise direct, continuing, and comprehensive control over land, its resources, and people--is the essence of the Army's contribution to the joint force in winning the Nation's wars" (2001b, 12). This is represented in figure 4.

The third pattern of operation is Shape the Battlespace. *Army Vision 2010* defines shaping the battle space as: "Precision engagement will consist of a system of systems that enables joint forces to locate the objective or target, provide responsive command and control, generate the desired effect, assess the level of success, and retain the flexibility to reengage with precision when required" (2001b, 13). In essence, the Army is going to use all joint combat multipliers to decide on which targets are high value, detect where the targets are on the battlefield, and deliver the munitions that will destroy the target as depicted in figure 5.
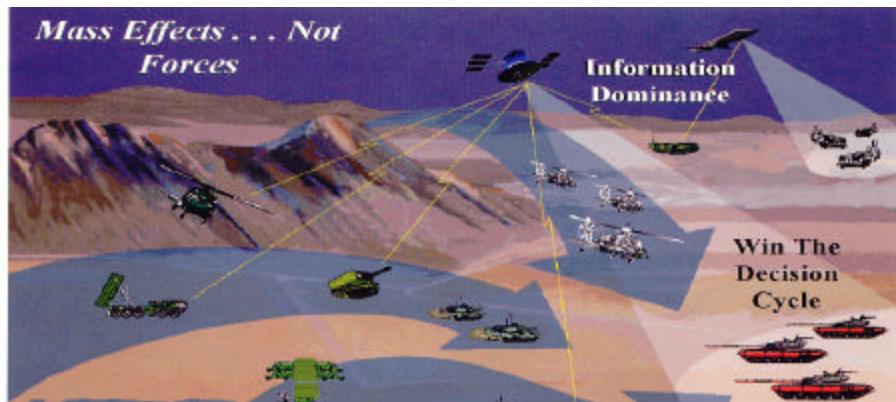
Figure 4. Decisive Operations. *Source:*Department of the Army 2001b, 12
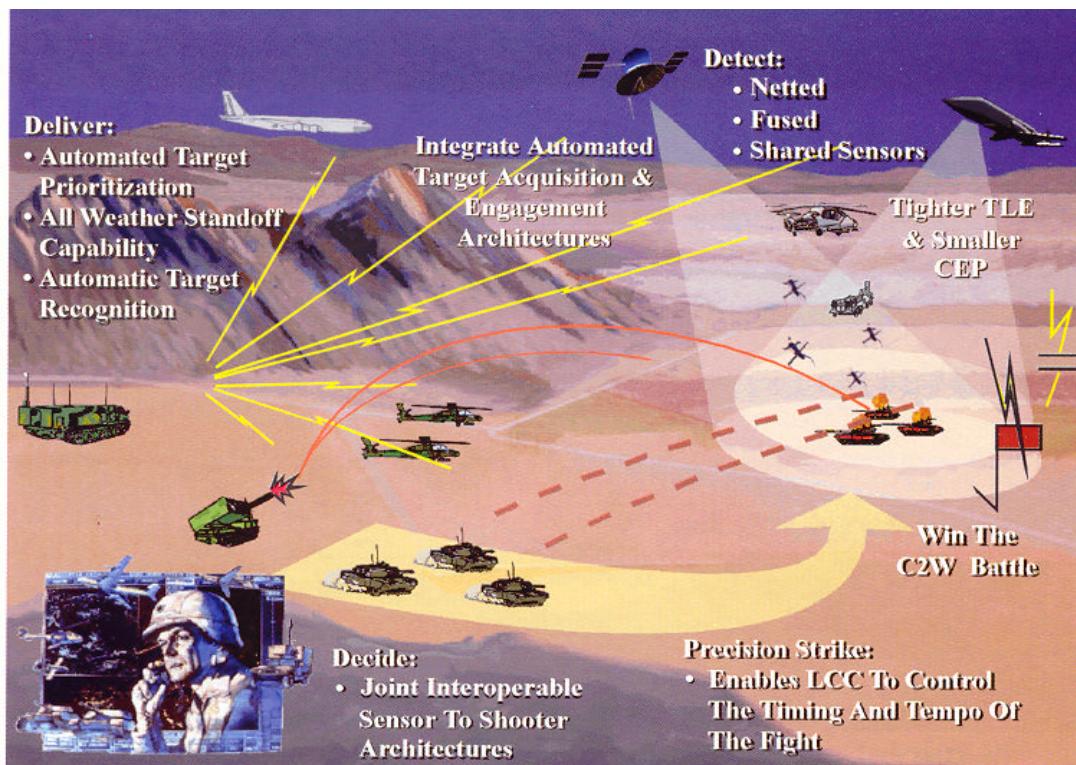

Figure 5. Shape the Battlespace. *Source:* Department of the Army 2001b, 13.

While the Army is shaping the battle space, the pattern of operation of protect the force is most critical for survival. Protect the force has an enlarged meaning in the force of the future. *Army Vision 2010* further qualifies protect the force as full-dimensional protection. The publication states,

Full Dimensional Protection will be control of the battlespace to ensure our forces can maintain freedom of action during deployment, maneuver, and engagement while providing multilayered defenses for our forces and facilities at all levels. This concept has global implications for the joint force. To achieve a multilayered, seamless architecture of protection from the full array of enemy weaponry and electronic systems in both strategic and operational environments, all components of the joint force must evolve concepts and technologies which can be easily coordinated and synchronized. (2001b, 14).

Figure 6 illustrates the architecture of protecting the force for the Army of the future.
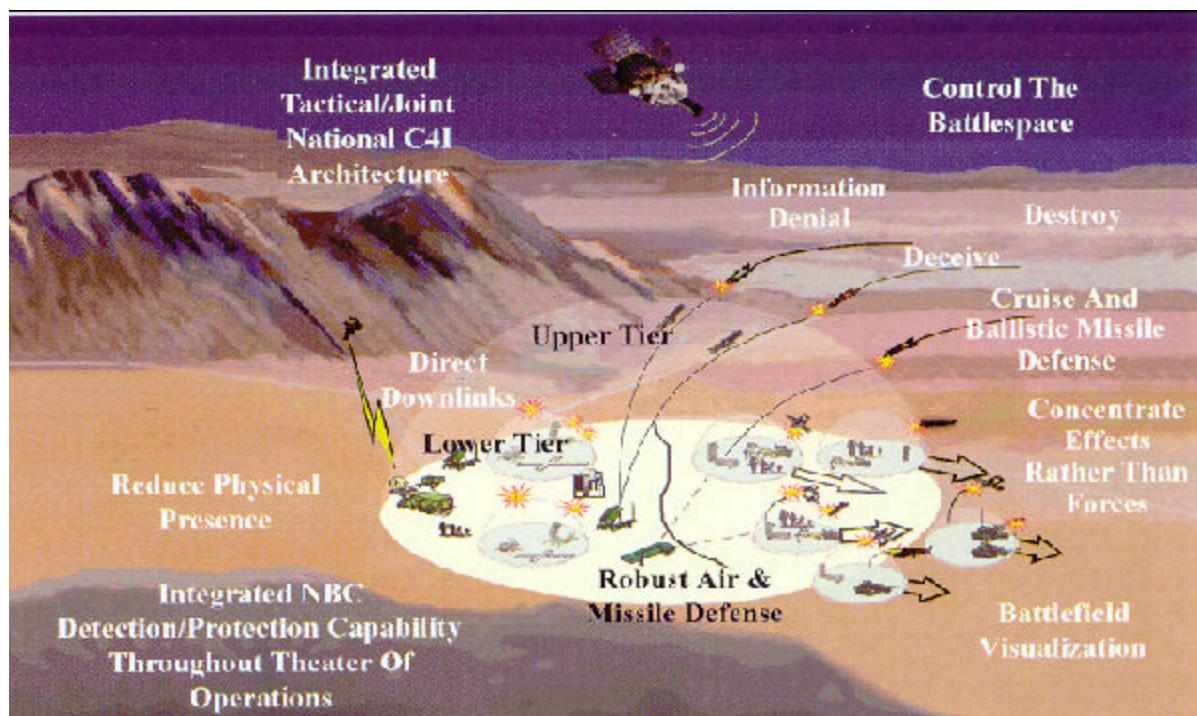
Figure 6. Protecting the Force. *Source:* Department of the Army 2001b, 14.

One pattern of operation that is frequently overlooked is sustaining the force. As the title implies, the Army states that: "Focused logistics will be the fusion of information, logistics, and transportation technologies to provide rapid crisis response, to track and shift assets even while en route, and to deliver tailored logistics packages and

sustainment directly at the strategic, operational, and tactical level of operations" (Army (Department of the Army 2001b, 15). The military is going to leverage logistics lessons learned in American business to help speed the resupply timeline. Figure 7 provides an illustration of sustaining the force.
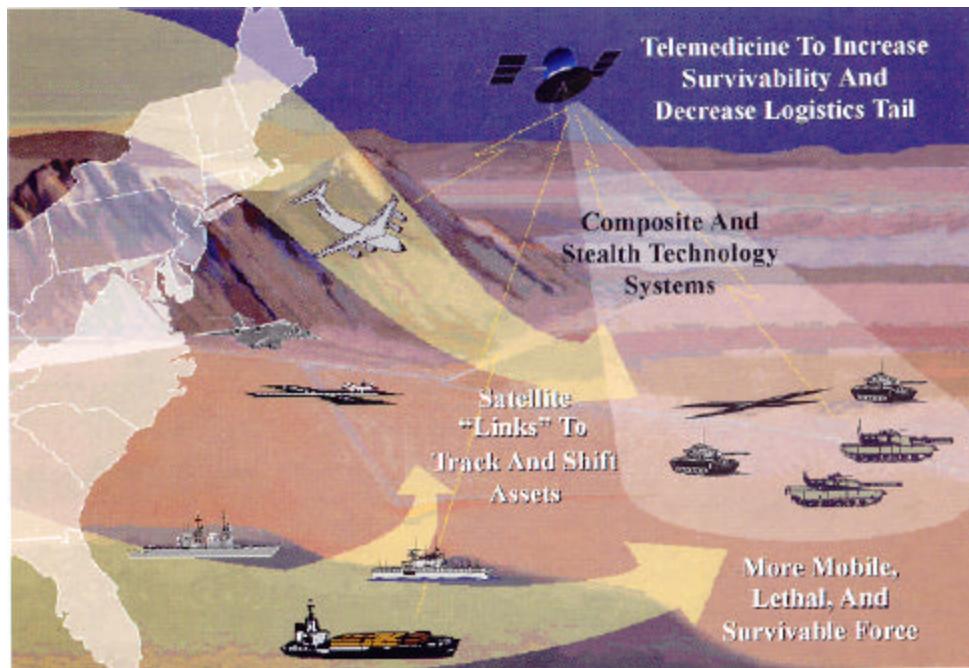
Figure 7. Focused Logistics. *Source:*Department of the Army 2001b, 12.

Additionally, the last pattern of operation for the Army of the future is Gain Information Dominance. This pattern of operation transcends the other five patterns. In *Army Vision 2010*, the Army states; "We must have information superiority" the capability to collect, process, and disseminate an uninterrupted flow of information while exploiting or denying an adversary's ability to do the same" (2001b, 17). The primary means that the Army will use to exploit this pattern of operation is through the use of

space systems and computers. Currently, all space operations fall under the United States Air Force's control. Figure 8 provides an illustration of information dominance.
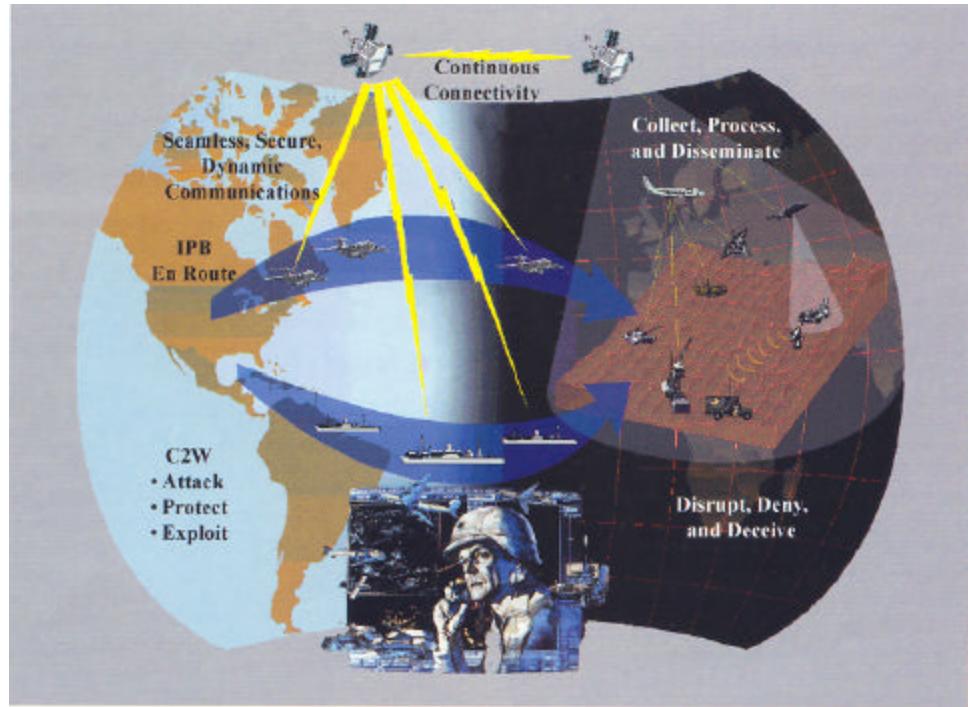
Figure 8. Information Dominance. *Source:* Department of the Army 2001b, 17.

While General Reimer's vision can provide insight into future missions, this research may provide insight into leadership attributes necessary to complete those future missions.

ROTC Future Lieutenant Study

Cadet Command commissioned a board in 1999 to look at the entire ROTC program and they produced a paper entitled, *ROTC Future Lieutenant Study.* The study group analyzed trends in society as well as in the military, which have impact on leader development. Specifically, this board was commissioned by Major General

Stewart W. Wallace, Commander of Cadet Command, to identify "what changes, if any,

had to be made to the present system of precommissioning education and training, to

meet the challenges of the new era" (Department of the Army 2000a, forward.)

In the introduction, the board refined the guidance from Major General Wallace

and developed the following three questions:

1) What type of lieutenant would the U.S. Army need?
2) Would existing organizational and administrative arrangements adequately support the Army ROTC program?
3) Would current methods of developing lieutenants remain relevant and effective in the coming decades? (Department of the Army 2000a, 1)

This research will utilize the information in the boards answers to question number 3 to

assist in analyzing the effectiveness of ROTC training in the area developing leadership

attributes in cadets.

In addressing leadership attributes in their findings, the board failed to mention if

their findings included those already found in FM 22-100 or if in fact they developed a

new list of leadership attributes. The leadership attributes that the board published

include:

1) Mental agility; the ability to rapidly comprehend complex problems, quickly shift focus between problems and adjust to changes in problems as they occur.
2) Flexibility; the psychological elasticity necessary to adapt to different settings and situations.
3) Adaptability; the ability to adjust quickly to a variety of different missions; adaptability is particularly important in operations other than war.
4) Physical hardiness; physical strength, endurance, self-confidence and the ability to cope with extremes of climate, terrain and operating conditions.
5) Emotional hardiness; the ability to endure boredom, fatigue, isolation, discomfort, fear and stress and still function effectively in an ambiguous and rapidly changing environment.
6) Followership; the inclination to loyally and resolutely execute the legal orders of one's superiors in the chain of command even when those orders are not in accord with one's own desires, preferences or opinions.
7) Dominance; defined by Wing, Peterson and Hoffman as the "tendency to

seek out and enjoy positions of leadership and influence over others. The...
dominant person is forceful and persuasive at those times when adopting
such characteristics are important." (Department of the Army 2000a, 20).

This study will support or refute that the work group was developing the correct

requirements in the future officer. In addition, this study will either support or refute the

recommended training changes to the current Cadet Command POI. This document

serves as another building block to identify future leadership attributes.

United States Military Academy (USMA) School Website

In order to provide a useful comparison to ROTC cadet leadership training, it is

important for this study to articulate the entire leadership training experience that takes

place during a cadet's four years at West Point. In the USMA brochures and on the

USMA website, the school focuses on four main areas of a cadet's life: intellectual,

physical, military, and moral-ethical. The "West Point Experience" is a twenty-four-hour

day, seven days a week immersion into military life that lasts four years

During those four years, cadets are expected to focus on academics and obtain a

bachelor of science degree. USMA offers a wide variety of degrees in the arts and in the

sciences. The military and civilian faculty are personally selected to teach at USMA and

must hold at least a master's degree. The size of the faculty and the enrollment size

(1,200 per class per year) allow for smaller class sizes. The institution also provides

tutors to those individuals requiring extra assistance. The USMA is considered an

academic competitor of prestigious Princeton University as demonstrated by USMA's

postgraduate scholarship rate. USMA is also very selective in who attends the academy.

Public law specifies the requirements of each cadet, and the cadet must be qualified

academically (high school performance), physically, and medically. Additionally,

individuals "must obtain a nomination from a member of Congress or from the Department of the Army in one of the service connected categories" (Department of the Army 2002b).

Another area that USMA curriculum focuses on is the physical development of the cadet corps. The school believes that by participating in athletics, the cadets will learn additional skills that are not found in the classroom. By forcing the cadets to participate in either an intercollegiate, club, or intramural sport, USMA contributes directly to "the mental and physical fitness that is required for service as an officer in the Army" (Department of the Army 2002b). Sports provide an opportunity for the cadets to grow and develop in other areas, such as teamwork, confidence, and self-discipline. Athletics also forces the cadets to refine their time management skills by balancing academic requirements with extracurricular activities. Currently, USMA participates in twenty-five men's and women's NCAA Division 1-A sports and hosts twenty-six competitive club teams. Additionally, USMA offers a wide variety of intramural sports. Through athletic training, USMA prepares their cadets for the physical and mental rigors of active duty.

The third area of emphasis at USMA is military and professional training. This training is a four-year program designed to build the necessary skills to become officers in the United States Army. Cadets learn skills based on their year of schooling and position within the cadet corps. Each year of training builds on the previous year's experience with the end result being a trained and ready commissioned officer.

In the cadets' freshmen year of school, the "plebes" learn how to operate as members of a military squad. The year is used to teach the freshmen the military basic

skills that will serve as their foundation as they build towards being a leader. Along with being taught how to wear the uniform, conduct drill and ceremonies, and perform common skills tasks, the freshmen are required to undergo a Cadet Basic Training course during the summer of their first year. During the Cadet Basic training, USMA test the cadets' "emotional stability, perseverance, and ability to organize and perform under stress" (Department of the Army 2002b).

In their sophomore year, the cadets are called "yearlings." The focus of this year of their schooling besides academics is actions at the squad and platoon level. Cadets are required to take part in an eight-week field training exercise at the military reservation Camp Buckner and a week at Fort Knox. While at Fort Knox, the cadets fire military weapons for familiarization and learn about armor and mechanized infantry operations (Department of the Army 2002b). Overall, the sophomore year is designed to provide cadets with leadership experience at the squad and platoon level.

During the cadet's junior year, the schooling focuses on the roles of the NCO while instructing on the values and ethics of the military profession. Cadets are placed in leadership positions within the cadet corps chain of command and are evaluated on their ability to perform the critical leadership tasks associated with their position. In addition to training during the school year, USMA cadets can spend the summer attending some of the Army's premier schools, such as air assault, airborne, mountain warfare training, northern warfare training, and cadet troop leadership training. These experiences not only instruct cadets in a certain skill, they provide the cadets with valuable insight into the world of the active army. Some cadets participate in a program called Drill Cadet, where they go to an active duty basic training company and conduct themselves as drill

sergeants. In essence, the third year of schooling is designed to teach and to develop leadership experience by working within the corps of cadets or in active duty units.

During the cadet's last year, the seniors, or "firsties" are instructed on the role of the officer in unit leadership. Cadets are placed in leadership roles within the corps of cadets that will provide the maximum opportunity for refinement of their leadership skills. While active duty cadre providing supervision and feedback to the seniors, it is their responsibility to plan, rehearse, and train the rest of the cadet corps. The culmination of the cadet's senior year is the commissioning ceremony and the placement of the cadets on active duty.

The area of military and professional training is a sequenced and scripted program at USMA designed to prepare cadets to become officers on active duty. By providing specific focus for each of the cadet's four years at USMA, the school is able to successfully build on the skills acquired in the previous years. In essence, the military and professional training is the area of the USMA curriculum that teaches the cadets how to be a leader.

The final area of cadet development at USMA is moral-ethical development. Through classroom instruction and role-playing exercises, USMA instills the character that is required of a leader. The USMA Honor Code for cadets is "A cadet will not lie, cheat, steal, or tolerate those who do" (Department of the Army 2002b). This area of training begins with instilling in the new cadets the seven Army values: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. In addition to learning the Army values, cadets are exposed to training in unit climate and cultures. Cadets also undergo training in consideration of others where they learn about interactions of

different races, sexes, and religions. By learning about being a "good" person, USMA training in moral-ethical development teaches cadets how to work with individuals of different backgrounds.

Overall, the USMA experience enables a cadet to what it takes to become an officer in the United States Army. USMA provides cadets with training in four specific areas: academic, physical development, military and professional training, and moral-ethical development. By using each year of a cadet's school life as a stepping-stone to the next level of training, USMA is able to provide a structured and tested way for cadets to become commissioned officers.

<u>United States Military Academy (USMA) Course</u>
<u>PL 300, Army Leadership</u>

In an attempt to draw comparisons between ROTC and other leadership training, this study will compare the leadership training of another commissioning sources close the related in age and demographics. The publication is West Point's complete package for classroom training in leadership development. This course at West Point is relevant to this research paper because it provides a source of common objective analysis between ROTC and USMA. In addition, the leadership training at USMA may provide useful recommendations for changes to the Cadet Command leadership attribute training.

In analyzing the USMA cadet leadership training, the PL 300 manual clearly states that the classroom portion of leadership is only useful to provide the cadets with the background information into leadership. The PL 300 course is an extensive look at what characteristics make a good leader and how to best use those characteristics to influence people. Throughout the publication, the course uses case studies of events to

foster class discussion on different methods for handling situations. The course takes an organized approach to addressing all the factors that contribute to leadership. Area one (chapter one) entitled, "The Leader," is a look at the psychological explanation for how leadership functions. More specifically, the chapter discusses how personalities and group dynamics influence a leader's thought process. In essence, area one focuses on instructing the cadets on all of the factors that influence the leader.

In area two the PL 300 course provides the cadets analysis of what motivates individuals who are lead and what factors influence their behavior. Also, area two introduces the cadets to "a decision-making model based upon the scientific method--the Leader Thought Process (LTP)" (Department of the Army 2002a, 94). In addition to learning the LTP, this section discusses the psychological theories associated with what motivates people to perform: the Equity Theory, the Expectancy Theory, and the Cognitive Evaluation Theory. Basically, section two provides the cadets with an overview of current theory on what motivates individuals and groups.

Areas Three and Four are insights into the different factors in society affecting leadership and the integration of all of what the cadet has been taught into real world action. Section Three allows the cadets to read about the culture within an organization and how the factors around the world influence our behavior. In the last section, the cadets are exposed to the nuts and bolts of leadership. The course discusses the importance of communication and effective counseling in leadership. Also, these sections provide vignettes linked to the information covered in the chapters to help reinforce the teaching point.

Conclusion

Overall, this literature review analyzed each key work and its relevance to this thesis. By using FM 22-100 as the baseline for leadership attributes and Cadet Command Regulation 145-3 as the baseline for ROTC leadership attributes training, this chapter was able to demonstrate the linkage to Army future leadership needs. *The Army Vision 2010* serves to develop those leadership needs. In addition, the USMA course on leadership enables this researcher to compare other officer training with like populations. Finally, this literature review provided possible contributions that this thesis may make to the source documents.

CHAPTER 3

METHODOLOGY

Introduction

This work analyzes cadet training in ROTC and is whether or not it teaches the

leadership attributes necessary to meet the needs of the Army of the future. By dissecting

the main question, Does the current ROTC POI address the necessary leadership

attributes to meet the needs of ROTC commissionees in the future? the following

subordinate questions were developed:

1. What leadership attributes does the current ROTC POI teach cadets?

2. What does FM 22-100 address in the area of leadership attributes?

3. What published documents address anticipated requirements of newly

commissioned lieutenants in the future?

4. How does the ROTC leadership POI compare to that of the USMA?

5. What changes need to be made to the current ROTC POI to address leadership

shortfalls?

To provide the depth of analysis necessary to address this thesis, published Army

manuals and regulations were used to address the subordinate questions. In addition to

the regulations and manuals, websites of USMA added greatly to the information

gathering during the early stages of this research.

Data Collection Methods

The literature review was the key to providing the answers to the secondary

questions of this work. By analyzing the current POI for leadership found in Cadet

Command Regulation 145-3, this researcher was able to provide a current picture of what and how Cadet Command is training their cadets. This regulation serves as the guide on training cadets in ROTC; however, the regulation cannot completely relate all of the leadership training that takes place in a ROTC institution. There is more to the ROTC leadership experience than is found in the black and white print of the Cadet Command regulation. Each cadet also develops leadership attributes through the experiences and the accomplishments of his or her school battalion throughout the school year. Coupling the insight into cadet leadership experiences with the specific regulatory guidance is what develops the whole cadet's leadership training experience.

In developing the framework of leadership attributes, this study used FM 22-100 analysis to provide the leadership terminology. In addition to providing the framework of the language of leadership, FM 22-100 provides the answers to secondary question number two by detailing the characteristics of mental, physical, and emotional leadership attributes. Although the field manual was published in 1999, all of the leadership attributes continue to be characteristics of junior leaders today. In essence, FM 22-100 is key to providing the Army's current enumeration of leadership characteristics.

In order to answer secondary question number three, this study utilized various sources to delineate the necessary leadership attributes needed of a newly commissioned officer in the future. One of the most important Army publications used to answer secondary question number three was *The Army Vision 2010.* This publication, written by General Dennis J. Reimer expounds upon the direction of the Army's warfare capabilities. In addition, information found in an Army briefing entitled "Tomorrow's Lieutenant" provided a clearer picture of where the US Army is progressing with warfare

and the needs placed on its future leaders. Also a study conducted by Cadet Command entitled *ROTC Future Lieutenant Study* was used to identify the leadership attributes necessary in future leaders. As a result, this study was able to use these references to arrive at conclusions to what leadership attributes will be necessary in future officers.

In answering secondary question number four, this study looks to the leadership teachings that exist in the USMA. The USMA provided this researcher with a copy of the formal classroom study required of cadets during their junior year. Also, USMA's website provided the additional leadership training that is not covered in the classroom experience. It is the combination of the classroom training with the experience training that develops the whole cadet. Being that USMA educates and trains cadets of the same age and background, this research used the academy as an additional source of possible improvements to the current ROTC POI. This work is not holding the USMA leadership experience as the rulebook on how to train leaders, but rather as another option of training by an institution that has been training officers for almost 200 years.

It is important to note at this point why additional commissioning sources were not used as sources of information on training leadership attributes due to their different target population. One such commissioning source that the Army uses to produce officers is the OCS. This school takes individuals who are already indoctrinated into the Army way of life and sends them into an enclosed training environment to learn what it takes to become an officer. The students involved in this course do not attend college classes in addition to their army training. The soldiers are not required to graduate the officer course with a degree of any kind. They are expected to earn a degree before they are promoted to the rank of captain. It is because the OCS training experience is not

similar enough to the ROTC experience to yield useful results that this commissioning source was not utilized.

In answering subordinate question 5, this study will critically analyze the current ROTC POI in chapter 4 and compare it to the needs of the Army in the future. The result of this work will determine whether or not the current ROTC POI teaches the cadets of today the necessary leadership attributes that will be required of them in the future. In essence, this study will discover which attributes of training are sufficient and which attributes of training need to be rewritten or deleted.

Summary

This work utilizes recent military publications (within the last three years) to arrive at the answers to the primary research question and the subordinate questions. By analyzing the current ROTC POI for leadership and using the Army's vision of where it is going in terms of warfare, the researcher is able to provide a critical look at whether or not the Army is training ROTC cadets to meet future needs. In addition, the POI for leadership found in the USMA cadet-training program offers another perspective of how to train leaders. This is useful because both ROTC and USMA train like populations to transition into Army leaders.

Chapter 4 analyzes the current ROTC POI and how it trains leadership attributes in cadets. Furthermore, chapter 4 will draw conclusions to what leadership attributes does the Army need in its future leaders. In addition, chapter 4 will analyze the leadership curriculum currently being taught at USMA for possible applications in the ROTC POI. By analyzing what is currently taught with what is needed in the officers of

the future, this study will recommend changes to the current ROTC POI to better train

cadets to meet the needs of the Army in the future.

CHAPTER 4

ANALYSIS

Introduction

In previous chapters, this work has detailed the methodology used to answer the thesis question, Does the current ROTC POI address the necessary leadership attributes to meet the needs of ROTC commissionees in the future? This chapter focuses on the characteristics surrounding the subordinate questions. First, this study looked at the current ROTC leadership attribute training doctrine and Cadet Command's training philosophy. Next, this research defined the current Army doctrine on leadership attributes as found in FM 22-100, *Army Leadership*. Then, this work conducted an analysis of the future Army as outlined in the publications *The Army Vision 2010, Tomorrows Lieutenant,* and the *ROTC Future Study.* By analyzing the Army's "Vision" of future combat, this work was able to devise a list of leadership attribute characteristics that the officers of the future would have to possess to fight and win in the integrated battle space. Finally, this work compared the ROTC POI with the POI of USMA.

USMA is also an Army program that produces United States Army officers who could be used as a comparison group. The cadet-training program at the USMA closely resembles the ROTC training program in population group and course content. By analyzing where the Army is today in ROTC leadership attribute training, where the Army needs leaders to be in the future, and what are other ways to train future officers, this study attempts to answer the primary research question.

In support of the thesis questions, the following subordinate questions were developed:

1. What leadership attributes does the current ROTC POI teach cadets?

2. What does FM 22-100 address in the area of leadership attributes?

3. What published documents address anticipated requirements of newly commissioned lieutenants in the future?

4. How does the ROTC leadership POI compare to that of the USMA?

5. What changes need to be made to the current ROTC POI to address leadership shortfalls?

These subordinate questions will be used as the common thread throughout the chapter as the information is presented and analyzed.

FM 145-3, *Precommissioning Training and Leadership Development*, Discussion

This research used FM 145-3 to answer subordinate question 1: What leadership attributes does the current ROTC POI teach cadets? In analyzing FM 145-3, this research discovered that leadership training in ROTC occurred in two different methods: the formal and informal. The formal method of leadership training involves the POI directly emphasizing leadership attributes and the exact methods of instruction required to achieve the terminal learning objectives. The informal method of leadership training involves the cadets learning leadership through their experiences as a result of a secondary affect from other training events. Both types of learning, formal and informal, comprise the entire ROTC training experience of the future officers. In answering the first subordinate question, both formal and informal methods of learning must be discussed.

The formal method of instructing ROTC cadets in leadership attribute development involves: instructor contact hours, lesson plans, Advanced Camp, on-

campus leadership evaluations, physical training, and cadet battalion staff positions. The instructor contact hours that the cadre spend on teaching and mentoring leadership to cadets are relatively minute compared to their whole time in college. The instructor contact hours for formalized instruction for MS Is, MS IIs, MS IIIs, and MS IVs are 44, 74, 104, and 104, respectively. The instructor contact hour total does not take into account missed training days due to illness or unique school holidays. To express the contact hours in simpler terms, MS I cadets are instructed for a little over one normal workweek (five days a week, eight hours a day) in a semester. MS II cadets are instructed for fewer than two workweeks. MS III and MS IV cadets are instructed for a little over two workweeks a semester. This work is not suggesting that this is a negative aspect of ROTC, but rather a statement of fact dealing with the current teaching time in ROTC. One must assume that the more time that the cadre can spend training and teaching cadets, the more knowledgeable the cadets will become. The ROTC attraction by college students is that cadets can experience all the aspects of school life and receive a commission as a second lieutenant upon graduation. Basically, Cadet Command is confronted with the difficult decision of how to prioritize the content of instruction to maximize the time available instructing the cadets.

Another aspect of the formal leadership training is the leadership portion of the POI. Cadet Command Regulation 145-3 outlines one hundred precommissioning tasks that cadets must be trained on prior to receiving their commission. As seen in table 3, only 11 percent of the precommissioning tasks address leadership. The three other categories of training that possess a higher percentage of precommissioning tasks are: First Aid--13 percent, Cadet Command Mandatory Training--13 percent, and

Operations/Tactics--12 . Cadet Command's training emphasis is on common soldier tasks.

In addition to leadership being the fourth training priority, based on the number of precommissioning tasks taught, the leadership tasks do not specifically address leadership attributes. Of the eleven leadership tasks, none of the tasks address the mental, physical, or emotional leadership attributes found in FM 22-100. In essence, formal classroom training on the current Army leadership attribute doctrine does not exist.

During the summer of cadets' junior year, they experience formal leadership training at Advanced Camp. While at Advanced Camp, cadets are placed in various leadership positions from squad leader to company commander. Cadets are formally evaluated on their leadership potential using the "Blue Card" found in figure 1. One of the categories for evaluation on the "Blue Card" is leadership attributes. Based on the cadet's performance demonstrating positive and negative aspects of their leadership attributes, they are graded as an "E" for excellent, a "S" for satisfactory, or a "N" for needs improvement. This evaluation system used at Advanced Camp is the exact same that is used on the campus throughout the school year. Overall, Cadet Command uses leadership evaluations as a formal method of teaching leadership attributes to cadets.

In addition to using evaluations to teach leadership attributes, Cadet Command utilizes physical training to enhance the cadet's leadership learning. As discussed in chapter 2, Cadet Command Regulation 145-3 requires that each cadet participate in a certain number of hours of physical training based on their military science level (MS I-MS IV). During physical training, cadets learn aspects of the physical leadership attribute as well as the mental and emotional. Also, cadets learn about how to maintain

their overall health fitness. In essence, the formal physical fitness training listed in the POI provides another method of teaching cadets about the three leadership attributes.

During cadets' MS IV year, they are placed in cadet battalion staff positions. These positions closely resemble an active duty unit and are designed to provide a cadet an experience close to that of an active duty lieutenant. In their staff position, the MS IVs experiment with leadership styles and learn more about leadership attributes. Cadets are allowed to experience firsthand the relationship between the mental, physical, and emotional leadership attributes. In essence, the cadet staff position during their MS IV year is the last formal leadership training that a cadet has prior to being commissioned a second lieutenant.

The informal leadership attribute training takes place during other formal training in the POI. An example is a Field Training Exercise (FTX). During the formal training of a FTX, cadets receive the residual benefit of training the physical aspect of leadership attributes when they patrol through the woods or have to make a three-to-five-second rush on an objective. Cadet Command has not quantified or standardized the formal training events, like during the FTX to produce an overall training objective. Instead, each ROTC program develops training that may or may not support the desired leadership training. Additionally, some ROTC programs sponsor clubs or groups at the schools that provide another leadership training opportunity. Those clubs or groups consist of Color Guard, Association of the United States Army (AUSA), Pershing Rifles, Ranger Challenge, and others. Cadet Command has not standardized military clubs at institutions; therefore, there is not a uniform application of leadership training throughout

ROTC. The regulation fails to incorporate the residual leadership training in an overall leadership-training plan that may have an impact on the cadets learning and education.

Basically, Cadet Command Regulation 145-3, *Precommissioning Training and Leadership Development,* contains both formal and informal methods of teaching cadets about leadership attributes. The formal method involves the precommissioning tasks taught to each cadet, and an evaluation system that grades cadets on their use of the three leadership attributes. The informal method of teaching cadets about leadership attributes is in fact the residual effect of other formal ROTC training. The current POI uses both the formal and the informal method to instruct cadets on leadership attributes.

<u>FM 22-100 *Army Leadership*</u>

In answering subordinate question 2, What does FM 22-100 address in the area of leadership attributes? FM 22-100 provides a useful dictionary of leadership attribute terms for individuals to reference. FM 22-100 provides Cadet Command with a resource to use as the foundation for their leadership training. Table 4 is a summary of the leadership attributes that can be found in more detail in chapter 2.

Table 4 Leadership Attributes

	MENTAL	**PHYSICAL**	**EMOTIONAL**
Components	Will	Health Fitness	Self-Control
	Self-Discipline	Physical Fitness	Balance
	Initiative	Military and Professional Bearing	Stability
	Judgment		
	Self-Confidence		
	Intelligence		
	Cultural Awareness		

The field manual lists three main categories of leadership attributes: mental, physical, and emotional. Listed under each primary leadership attribute are the components that comprise that leadership attribute. These attributes are the Army's leadership characteristics that are required of a newly commissioned lieutenant today. The manner in which FM 22-100 presents leadership attributes enables Cadet Command to modularize the training of leadership attributes for cadets and provides an overall focus for leadership training.

When this field manual was published in August 1999, no lesson plans accompanied the manual, thus forcing institutions to interpret the document. Without the lesson plans, ROTC institutions were forced to add their own interpretation of the field manual into the lesson plans. This lack of standardization has produced leadership lesson plans that vary from one ROTC institution to another.

FM 22-100 was written in a time when the Army was beginning a transition to a lighter more agile force. It was written prior to the publishing of the documents outlining the Army's Legacy Force and the transition to the Objective Force. This field manual contains the current doctrine of the Army's leadership attribute needs in commissioned officers. In addition, the field manual provides the starting point of leadership attributes needed in the future leaders.

<u>Future Army Requirements</u>

In answering subordinate question 3, What published documents address anticipated requirements of newly commissioned lieutenants in the future? this research used three primary sources. The sources entitled *Tomorrow's Lieutenant*, *Army Vision 2010*, and the *ROTC Future Lieutenant Study* provided the necessary insight into future

lieutenant leadership requirements. The *Army Vision 2010* publication provides the

military direction that the Army is going in the next tenplus years. The other two works

are Army studies about the leadership attributes necessary for future officers to possess.

Each work provided a portion of the answer to subordinate question number three. By

incorporating all the information in the three publications, it is possible to predict the

anticipated leadership attribute requirements of newly commissioned lieutenants in the

future.

In the briefing "Tomorrow's Lieutenant," the Army sought to streamline the

leadership attributes currently found in FM 22-100. The briefing continued to reinforce

the three primary attributes of physical, mental, and emotional but aimed at reducing the

secondary components of each attribute. As a result, the briefing lists "will" and

"stamina" as components of the mental leadership attribute, "stamina" as the component

of the physical leadership attribute, and "maturity" as a component of the emotional

leadership attribute.

In the category of emotional leadership attribute, the Army replaced self-control,

balance, and stability with one word, maturity. In this case, the replacement component

provides a better representation of the attribute needed in newly commissioned officers.

Maturity embodies the Army's need for officers to act in a manner that is befitting a

leader of soldiers. Too many times newly commissioned officers do not understand that

the military profession is not like a college sports team and that soldiers lose their lives in

training and in war. In addition to formally listing the characteristic maturity, the briefing

recommended adding self-awareness and self-development as a component of emotional

leadership attributes. The work discussed the ability of a newly commissioned lieutenant

to step back from a situation and see the big picture. Then, the newly commissioned officer would be able to react to meet the needs of that particular situation. Overall, the briefings recommended changes to the emotional leadership attribute would provide a clearer view of what is expected of newly commissioned officers.

The briefing eliminated all but "stamina" as a component of the physical leadership attribute. Incorporated within the term stamina are the physical health and the strength to continue to fight under adverse conditions. The briefing eliminates the current components of physical attributes found in FM 22-100: health fitness, physical fitness, and military and professional bearing. Stamina is more readily identified and understood than health fitness and physical fitness. By using a broader term for the component of the physical leadership attribute, the Army is able to incorporate more of the physical requirements that are needed in new lieutenants.

In addition, this briefing uses stamina as a crossover component that applies to more than one leadership attribute. The briefing suggests that a newly commissioned officer must possess mental stamina in addition to physical stamina. The findings in the briefing significantly reduce the components of the mental leadership attribute from those found in the current edition of FM 22-100. This work eliminated self-discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness. Remaining within the mental leadership attribute was only the term will. New additions to the mental leadership attribute were stamina and drive. In addition, the briefing suggested that a new lieutenant must have an increased cognitive capacity to meet the increased demands of the army of the future.

In the *ROTC Future Lieutenant Study*, the charter of the panel of experts did not restrict them to using any of the existing leadership attributes found in FM 22-100. As a result, they concluded that future lieutenants should be trained to possess the following attributes: mental agility, flexibility, adaptability, physical hardiness, emotional hardiness, followership, and dominance (Department of the Army 2000a, 20). The panel came to this conclusion by analyzing the future soldiers, equipment, and battlefield and what it would take to lead soldiers during that time. The panel's recommendation involves clearly defined leadership attributes with the primary attributes not consisting of any subcomponents. This provides greater training focus for lesson plan writers and provides a greater quantifiable way of measuring the cadets learning comprehension. For example, the leadership attribute of physical hardiness can be trained in many ways, like road marching, FTXs, or physical training. The ROTC cadre at an institution can measure the cadets learning progress by using the APFT or by the time and distance of a road march. In essence, this contains leadership attributes that are different from those currently found in FM 22-100.

The controversy of adopting these attributes as the only ones necessary to become a future officer is that the vocabulary is not based on FM 22-100. In fact, the panel wrote their own definition for the attribute dominance. By inventing a new leadership attribute vocabulary, this study would require a revision to the leadership attributes currently found in FM 22-100.

In analyzing the *Army Vision 2010*, the publication makes clear that the Army of the future must be able to obtain full-spectrum dominance. In order to achieve this objective, the leaders of the future must be able to protect the force, project the force,

gain information dominance, conduct decisive operations, shape the battle space, and sustain the force. These objectives require that future leaders possess some of the leadership attributes listed in FM 22-100 and also possess a few new ones.

While not specifically mentioned in the publication, the same three leadership attributes that are found in FM 22-100: mental, physical, and emotional are relevant to an Army trying to achieve full-spectrum dominance. However, the weighting of the three leadership attributes is not equal. In the technology-based future Army, an officer will be able to leverage computers to provide leadership to subordinates. Also, the technology of the future places greater emphasis on unmanned vehicles and aircraft that should reduce the physical leadership requirements on a majority of the officers and soldiers. The publication addresses the leadership requirement for emotional stability in the future officer. The work infers that the requirement for emotional stability will become much greater due to the dynamics of the battlefield in military operations other than war (MOOTW). On this battlefield, an officer must understand the dynamics of a situation and the effects that actions and reactions can cause. This requires an officer that is in control of his or her emotions and does not act rashly. In essence, the *Army Vision 2010* addresses the Army's requirement for leaders to continue to possess the three leadership attributes found in FM 22-100.

In addition to the three leadership attributes listed in FM 22-100, the *Army Vision 2010* clearly infers that the Army needs leaders who possess other leadership attributes. This publication places great emphasis on the Army leveraging technological advances. In order to leverage technology, the Army requires a leader who is technologically adaptive. The future lieutenant must be able to adapt to the changing technology and

how it applies to the leadership of his soldiers. Additionally, the Army appears to be shifting from fighting major theater conflicts to conducting MOOTW. The interaction with the people from another country in a MOOTW scenario is much greater for a newly commissioned officer than it is during a major conflict. The day-to-day interaction with the local population of a country will require a leader who possesses the ability to communicate. The future officer must not only be able to communicate with the local population, but he must also be able to communicate effectively with the subordinates. As a component of communication, the newly commissioned lieutenant must possess the ability to persuade others.

Another leadership attribute that the *Army Vision 2010* alludes to is mental capacity. A lieutenant of the future will have to be able to see the battlefield in four dimensions: land, sea, air, and space. The young officer will have to be able to comprehend all of the armed forces and the weapon systems that he can bring to bear to achieve his tactical objective. For example, a new platoon leader might need leaflets dropped into a town to announce the current humanitarian aid site in the morning while calling on an airborne gunship to provide suppressive fire to a band of warlords trying to steal United Nation's medical supplies in the night. Up until recently, the Army, Navy, Air Force, and Marines have acted autonomously in most fighting situations. Future operations demands complete joint operations involvement. The new lieutenant must possess the leadership attribute of mental capacity to integrate the capabilities of all the armed forces to produce mission success.

In the area of identifying the future leadership requirements facing newly commissioned officers, this work compiled the information found in three sources. The

sources were FM 22-100 *Army Leadership*, the *ROTC Future Lieutenant Study,* and the *Army Vision 2010.* Overall, these publications infer that the lieutenants of the future will have more requirements place on them than did officers of the past.

United States Military Academy

In answering subordinate question 4, How does the ROTC leadership POI compare to that of the USMA? the answer is a simple one, but the variables surrounding the two POIs are more complex. The POI of ROTC and the POI of USMA have many similarities and many differences. Both institutions have produced and will continue to produce the superior leadership that inarguably makes the US Army the best in the world.

The POIs of ROTC and USMA have many areas in common. Both institutions make use of their upperclassmen to evaluate and counsel the younger cadets as they progress through the ranks. This approach allows each class to identify with someone who has successfully gone through the program and can pass lessons learned from his experiences. Cadets are usually more receptive to this approach as long as the upperclassmen provide useful critical feedback and do not let the counseling sessions turn into a "you are all screwed up" meeting. Basically, USMA and ROTC provide a "big brother" approach to helping the cadets learn leadership.

Another similarity between the two programs is in the way they structure the four-year leadership experience. Both schools start their freshmen class at the beginning by holding them responsible for taking care of only themselves. First, the cadets learn how to become a member of a team. This serves as the foundation to learning how to lead. Cadets learn how to become followers. In their sophomore year, cadets are given more responsibility where they may be a fire team leader, responsible for themselves and three

to four other cadets. During this year, cadets begin to display the leadership styles of the cadets that they view as role models. This is the beginning of their leadership attribute experience. During the junior year, cadets at both institutions learn how to lead soldiers just like an active duty NCO. They both experience leading squads or platoon-sized elements. During this year, cadets begin to experiment with their leadership styles. Cadets begin to understand the relationship that leadership attributes have with leading troops (other cadets). Finally, during cadets' senior year, both programs allow the cadets to basically "run" the training programs for the other cadets. Both schools place seniors in a chain of command similar to that of an active duty unit and place larger responsibilities on each of the positions. It is the tiered approach to leadership learning that makes both ROTC and USMA very successful in training leaders.

Additionally, both programs provide the cadets with opportunities to attend military training. That is the cadets' first chance to see leadership applied in the active duty Army. Cadets are allowed to participate in Airborne, Air Assault, and Northern Warfare schools. Also, cadets are encouraged to participate in the Cadet Troop Leadership Training (CTLT) where they are sent to active duty units and allowed to function as second lieutenants. This opportunity allows the cadets the ability to use their leadership attributes in a nonthreatening environment. Cadets are supervised by active duty officers and are provided feedback in the form of an active duty Officer Evaluation Report (OER) to improve upon their leadership skills. Cadets can then go back to their school and refine their own leadership style based on the lessons learned from their active duty experience.

While both ROTC and USMA possess similarities in how they train cadets in leadership attributes, many differences do exist. One substantial difference is that the USMA spends one full year on formal classroom training of the cadets on leadership. That course entitled Military Leadership PL 300 provides a comprehensive approach to teaching the cadets through the use of examples and the theory behind leadership. It also provides real-life examples of leadership techniques that either worked or failed. Cadets at USMA are required to not only learn the theory behind leadership, but also write a paper about leadership. It is the combination of classroom training with practical exercises that make the USMA formal leadership training different from leadership training in ROTC.

Another difference between leadership training at USMA and ROTC is the time available to train cadets. USMA cadets are on active duty from the time they enter USMA until they leave active military service. USMA controls every aspect of a cadets schooling to include the times for classes and the times for military training. Conversely, ROTC has no influence on a school's class schedule. Afternoon and weeknight classes at universities make it near impossible to gather junior and senior cadets together in times other than early in the morning.

Cadets at USMA are also subject to the Uniform Code of Military Justice for offenses that warrant that type of punishment. The potential for serving time in prison for committing a military offense adds a more serious tone to the cadet training. Cadet Command can only disqualify a cadet and either force them pay their scholarship back or place them on active duty as a private. Having the undivided attention of the cadets at USMA is truly a benefit to immersing a cadet into the military culture.

In addition to controlling a cadet's school year, USMA also controls the summers as well. The academy is able to use the summer to provide detailed soldier training that adds to the leadership experiences of the cadets and provides them a solid foundation of soldier skills. Conversely, when the school year ends in Cadet Command, the cadets go home and spend the entire summer away from the ROTC institution. The only exception to this is for junior cadets attending Advanced Camp or sophomore cadets who are going to attend military schools. In all, the amount of time that USMA has to influence and train leadership in cadets is vastly more abundant than the training time available in ROTC.

One aspect of USMA that plays a vital role in the implementation of the POI is the cadre. The cadre at USMA are hand picked based on their military performance and schooling to work with the cadets. Officers that serve as cadre must either have a master's degree or they spend their first year at West Point obtaining a master's degree. Cadet Command does not require instructors to possess an advanced degree. Cadre at USMA are personally selected to become faculty; while in ROTC, the perception is that a ROTC assignment is either for officers on their way off of active duty or ones that could not make it in the active army. Some officers in ROTC have used their ROTC assignment as a method to transition to civilian life. This sends a completely wrong leadership message to the cadets in ROTC. Even the civilian professors at West Point are there because they are qualified and want to teach there. Additionally, professors at colleges and universities have little or no affiliation with the ROTC department. In some cases, professors actually speak out in class against military service and discriminate against ROTC cadets when grading student products. Overall, the motivation and quality

of cadre at USMA is far greater than that of ROTC and related to the emphasis that the military branches place on selecting officers in those slots.

In addition to better-trained cadre, USMA is better resourced to be able to teach their POI. The institution at West Point is able to build a budget that provides the maximum amount of money in support of training the cadets as possible. In ROTC, the institutions are allotted only enough money to maintain facilities, equipment, and cadet uniforms. The cost of each ROTC institution to maintain simple items, like phones, copiers, and faxes, is very expensive. ROTC does not have the luxury to consolidate supplies and equipment to provide more resources for training. In essence, USMA is able to apply more of their budget to training their POI than ROTC (personal observation).

Besides working with more money to spend on cadets, USMA possesses better access to facilities and equipment. By controlling these facilities, USMA cadre are able to train and retrain tasks without fear of interruption. In contrast, schools with ROTC programs have very limited land and training facilities. For instance, ROTC units are at the discretion of their school to use the gym facilities in the morning when the cadets conduct physical training. Additionally, some universities must travel three to four hours to use an Army land navigation site. Basically, the better facilities at USMA empowers the cadre the flexibility to conduct leadership training as they see fit.

Finally, the most significant difference between the leadership attribute POI training at USMA and the leadership attribute training in ROTC has nothing to do with the physical training of leadership attributes at either institution. Rather, the fact that USMA has spent the man-hours and money to develop a comprehensive plan to develop leadership attributes in cadets is the most revealing difference. The faculty and cadre at

USMA have written a logical plan that combines all of the training opportunities available during a cadet's four years to produce the best leader possible. Conversely, Cadet Command appears to know the end state of a leader who they want, but lacks the ability to provide a written POI to accomplish this mission. In actuality, Cadet Command displays through their current training plan in FM 145-3 a lack of priority for leadership attribute training. In essence, the fact that USMA has taken the time to develop a comprehensive written plan to develop young cadets into leaders is the most significant difference between the USMA POI and the ROTC POI.

In the pursuit of the answer to subordinate question 4, How does the ROTC leadership POI compare to that of the USMA? this research uncovered many similarities and differences. Both programs utilize their upperclassmen as mentors for the younger cadets. In addition, both programs tier the level of responsibility that they place on cadets when they enter the programs. Also, both programs provide an opportunity for their cadets to attend military training to help reinforce their leadership training.

Although there are similarities between both programs, there are many differences too. One difference is that USMA teaches a full academic year of leadership classes to teach cadets about the theory of leadership and ROTC does not. In fact, ROTC only teaches eleven out of one hundred precommissioning tasks. Also, USMA possesses many more cadet-cadre contact hours to aid the leadership process. In addition, USMA possesses a budget that allows maximum focus towards resourcing leadership training while a ROTC school's budget is used mainly for operational upkeep. USMA also possesses better training facilities to allow the cadre the flexibility of redoing an

incomplete training task. ROTC schools do not have priority on campus to use facilities

and do not possess organic training areas within close proximity.

Another difference between the ROTC POI and the USMA POI is found in the

cadre who teaches the POI. The cadre at USMA is personally selected to teach there

based on their duty performance and education level. Conversely, the ROTC cadre is not

selected based on outstanding performance nor do they have to possess masters' degrees.

The most telling difference between the two programs is ROTC does not possess a

written, comprehensive, leadership plan. Overall, the USMA POI possesses many

qualities that may be applicable to the ROTC POI.

<p style="text-align:center">Conclusion</p>

This research analysis was divided into five sections. Each section was used to

answer the subordinate questions in support of the primary question. The answers to the

subordinate questions were either directly or indirectly found in the literature review

discussed in chapter 2. By taking into account the information discovered in the answers

to the subordinate questions, this research was able to address the primary question.

The first section in this chapter was used to provide a picture of the current POI

training in ROTC. The results of this analysis display the positive and negative aspects to

the current method of leadership attribute training in the ROTC POI. The primary source

document used for research into the ROTC POI was Cadet Command Regulation 145-3.

This publication is an overarching document that Cadet Command uses to detail all of the

training ROTC cadets will go through in their four years as cadets.

The next section of this chapter was used to provide the current doctrinal insight

into leadership attributes. FM 22-100 is the Army's current publication that outlines

<p style="text-align:center">66</p>

what leadership attributes the Army believes is necessary to be a leader. The field manual lists three primary leadership attributes with thirteen total subcomponents. These leadership attributes must change to meet the Army's requirements for future officers.

In the third section of this chapter, the research used three Army publications to uncover the Army's leadership attribute requirements in future officers. Each of the sources used in this section was focused on defining the leadership attribute composition of future leaders. By discussing the positive and negative relevance of some of the requirements, this work was able to come to conclusions about what leadership attributes will be necessary for newly commissioned officers in the future.

In answering question 4, How does the ROTC leadership POI compare to that of the USMA? this chapter analyzed the POI of USMA to search for possible leadership training that might be able to improve the ROTC POI. This work uncovered many similarities in leadership attribute training in the two POIs. However, some of the differences between USMA leadership training and ROTC leadership training are not found in the POI, but in the money, resources, training time, cadre quality, and facilities. As stated above, the primary difference with the ROTC POI and the USMA POI is that USMA has a comprehensive written plan to train cadets in leadership.

Finally, the research will yield recommendations on how ROTC can change their POI to better meet the Army's needs for leadership attributes in newly commissioned lieutenants. The results of this research will also produce recommendations for future studies that are out of the scope of this work. In essence, chapter 5 will answer the primary question.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The focus of this research was to assess the current ROTC POI to determine whether or not it will meet the needs of the Army in training future officers in the area of leadership attributes. The primary research question was, Does the current ROTC POI address the necessary leadership attributes to meet the needs of ROTC commissionees in the future? In answering this question, this work conducted a critical review of the literature produced by the Army and Cadet Command. From this literature review, this study was able to determine the leadership attribute content of the ROTC POI and what the Army had identified as necessary leadership attributes for Army officers of the future. Finally, the leadership POI of USMA was used as a comparison group because both ROTC and USMA train cadets of the same age and experience. The USMA leadership POI provided an established source of leadership training with proven results.

Conclusion

In analyzing the primary thesis question, Does the ROTC POI address the necessary leadership attributes to meet the needs of ROTC commissionees in the future? the answer is twofold. First, the ROTC POI does not address the necessary leadership attributes for future lieutenants; however, the information necessary to meet those needs does already exist at other precommissioning programs. Second, the current ROTC POI simply lacks a comprehensive plan to apply the synergistic effect of the individual training events in a cadet's four-year experience.

Furthermore, the ROTC POI places leadership training fourth in priority behind Cadet Mandatory Training, First Aid, and Operations and Tactics for precommissioning tasks to be taught to cadets. Cadet Command places greater emphasis on teaching the cadets how to become soldiers than how to become leaders of soldiers. Cadet Command should attempt to integrate leadership tasks and training to maximize instructor contact hours. The fact that ROTC institutions have limited opportunities to train supports the review of common skills tasks taught in the formal portion of ROTC training.

Another finding of this study is that the current ROTC POI does not teach the leadership attributes currently listed in FM 22-100. Of the eleven leadership precommissioning tasks taught, none of them teaches the cadets about the leadership attributes listed in current doctrine. This is primarily due to the ROTC POI being published prior to the publishing date on FM 22-100.

The selection process for ROTC cadre is not equivalent to that of USMA. This separation in quality of cadre affects the POI leadership training in ROTC. Since ROTC commissions the majority of the lieutenants, the selection process for quality cadre should equal or surpass the qualification standards of USMA cadre.

Additionally, ROTC institutions lack the funding and resources to fully implement the POI as it is currently written. The majority of a ROTC university's budget is applied towards administrative supplies and is not applied to the training resources that would aid cadre in leadership instruction (personal observation). In most cases the ROTC schools do not significantly supplement the department's budget to accomplish POI training tasks.

This study also found that the training support plans for leadership instruction are lacking in depth and substance. The incomplete standardization of lesson plans leads to variable standards of instruction between ROTC institutions. This study also discovered that one factor affecting the quality of leadership training at ROTC institutions is the lack of an Army standard lesson plan. A standardized Army lesson plan could provide a common teaching ground for all ROTC institutions. Thus, increasing the quality of leadership training in ROTC.

Finally, this study discovered that the Army does not have a standard POI for teaching leadership attributes to ROTC or USMA cadets. Currently, the Army allows USMA to develop its own POI while the ROTC POI is approved through Training and Doctrine Command (TRADOC). Both commissioning sources produce an Army second lieutenant, but neither institution shares lessons learned about training.

<u>Recommendations</u>

After analyzing the current ROTC POI and the Army's needs in future officers, this study makes the following recommendations:

1. Cadet Command should revise the current POI to incorporate all of the formal and informal leadership training that takes place during a cadet's development. This would enable Cadet Command to develop a comprehensive leadership training plan that involves both classroom training and experience training. This study also recommends starting with the products found in the USMA leadership, training plan. Those products could be tailored to fit the ROTC environment.

2. Cadet Command and USMA should be aligned under one headquarters, TRADOC, and leadership training ideas should be shared between the two institutions.

In March 2002, TRADOC headquarters combined Recruiting Command and Cadet Command under a three-star command entitled Recruiting and Accessions Command. This recent merger will result in Cadet Command being able to better leverage the resources of Recruiting Command to make mission requirements. USMA has been training cadets for over 200 years, and the Army would benefit from USMA and ROTC sharing training ideas and developing a common leadership POI.

3. This study also recommends that Cadet Command conduct more in-depth analysis into the study of the ROTC precommissioning tasks and when they are taught. With TRADOC developing a pilot course for the six-week "Basic School" for all newly commissioned lieutenants, many of the soldier's tasks taught in ROTC could be eliminated and replaced with leadership tasks. For all of the reasons discussed earlier, reorganizing the leadership tasks would place priority on the leadership attributes that are vital to an officer's development. This would allow more time for leadership training and place leadership training as the top priority in the ROTC POI.

4. In order to increase the training time with cadets, place all ROTC cadets on active duty status during their years as a cadet. Since contact hours are so critical to the development of the cadets, Cadet Command would be able to better influence a cadet's development if the cadet were on active duty. Using this method, ROTC cadets would be required to attend summer training thus increasing their proficiency. Also by placing the ROTC cadets on active duty, they would be drawing the same salary as a West Point Cadet which would cover the costs of the ROTC cadet's living expenses. The benefit of this action would be that cadre could spend more time training cadets, and the cadets

would develop a sense of pride knowing that they are full-time members of the Army. The drawback to this course of action would be the cost.

5. In the area of quality of instruction, this study recommends developing a program to provide formal instructor training to ROTC cadre. By teaching ROTC cadre methods of instruction, the quality of teaching would dramatically increase. Currently, no program exists, other than the PMS certification, to ensure that ROTC cadres are qualified to teach cadets. In addition, this study recommends that the ROTC cadre receive the same degree of training that USMA requires. Individual officers should also be provided the same ability to obtain a master's degree prior to teaching at a university. Overall, this recommended change would help fill the delta between instructor quality at USMA and ROTC previously discussed

Areas of Further Study

This study recommends that the following areas receive additional study:

1. A study should be done to analyze the feasibility of standardizing the support that colleges must provide ROTC programs. Standardization could come in the form of money and facilities. The manner in which some professors and schools treat their ROTC programs is radically different in some cases. The federal government should provide minimum guidelines for the level of support that every school provides the ROTC program. This federal mandate has historical precedence in that the federal government has dictated the minimum requirements of a Junior Reserve Officer Training Corp's (JROTC) in the nation high schools. This would serve to level the playing field for facilities and improve the atmosphere for training across the country within ROTC.

2. Explore the ability to develop an on-line survey. The survey could be administered to every cadre member based on their job position in their school. The surveys would have to guarantee anonymity to be successful. Compiling the data by ROTC region might provide useful insight into the scope of any problem areas in training. For example, all sophomore instructors might mention that they teach the MS 200 class to a majority of noncadets as a recruiting tool and that the lesson plans must be more "fun" for the class. To date, no such survey has been attempted. The surveys that have been conducted within Cadet Command were not constructed to keep the individuals anonymity; thus the results can be disputed.

3. Additionally, a study of Basic Training, Advanced Individual Training, and One Station Unit Training soldiers could yield valuable insight into the soldiers that newly commissioned lieutenants are leading. By studying the soldiers of this generation, the Army could gain a better understanding of what motivates them. Another result of the study could be recommendations on how to handle different types of personalities in soldiers and learning how to identify warning signs of behavioral problems.

4. Another source of valuable survey information is newly commissioned second lieutenants. Officers who have been recently commissioned would be able to provide information on what were the strengths and weakness of the ROTC program that they were commissioned through. If this information were shared with the PMSs, the PMSs could adjust their programs to meet the identified training shortfalls.

5. This work also revealed disparity between the leadership attributes found in FM 22-100 and what is needed in future officers. A study should be commissioned to examine the leadership attributes needed for future lieutenants. Throughout the course of

this research, it was difficult to develop the resolution necessary to decide what leadership attributes were really the most important for newly commissioned officers. The sources used often provided conflicting information and there was no continuity between terms in today's doctrine and the Army's future needs. The study should also be applied to current doctrine so that it can be inserted into the rewritten FM 22-100 when the field manual is published.

6. The research for this study was limited in scope due to limitations of time and resources to develop a new comprehensive ROTC POI . Further study into this topic could result in developing a model of leadership attributes. The model should take into account the current research completed in the area of adult learning to uncover ways to maximize the limited resources that ROTC institutions possess to produce the most highly trained cadet possible. Additionally, the study should incorporate leaders from all services of the military and from leaders within successful civilian corporations. The Army could use outside sources to provide a "fresh" view on leadership. Good leaders transcend the color or type of uniform they wear.

7. Another method to increase instructor contact hours that warrants further study is authorizing enough money to pay cadets to train for a couple of weeks at the conclusion of each school year. Some schools already do this to help the juniors prepare for Advanced Camp. The schools pay for the food and lodging out of the money that the universities give them (separate from the military budget).

<u>Summary</u>

In conducting the research to discover if the current ROTC POI addressed the necessary leadership attributes to meet the needs of ROTC commissionees in the future,

this work began by analyzing the publication that details the ROTC POI, Cadet

Command Regulation 145-3. This work was able to reveal that Cadet Command's

priority for teaching cadets leadership attributes is fourth. In fact, the POI contains only

11 percemt of the total precommissioning tasks dealing with leadership. Additionally,

this research was able to determine that FM 22-100 must be the focal point for leadership

doctrine and the associated vocabulary. The current FM 22-100 may need to be reviewed

to ensure that leadership attributes necessary for lieutenants of the future based on current

Army publications are aligned with current doctrine. The Army cannot afford to have its

leadership doctrine fall behind the needs of the new commissionees who must apply it.

In addition, this work provided insight into the published works on future Army

leadership attribute requirements. The scholarly sources did not agree on the content of

the leadership attributes necessary in a newly commissioned lieutenant, but they all

agreed that the current attributes listed in FM 22-100 might need to be reviewed to match

future requirements of Army leaders. With the Army placing greater emphasis on

leveraging technology and less on soldiering, the sources indicated that future lieutenants

are going to have to embrace technology and find a way to incorporate it into a style of

leadership that fits the future generations of soldiers.

In pursuit of the primary question, this research analyzed the entire leadership

training program conducted at USMA. The result of the analysis was that USMA

possesses a comprehensive program that is resourced with the necessary teaching aids

and information to instruct our future officers in the art and science of leadership. The

POI of USMA cannot however, be inserted into ROTC due to all of the other variables

that affect ROTC training: contact hours, facilities, quality cadre, etc. However, the

leadership POI at USMA could be amended to serve the needs of ROTC and fill the current void in the ROTC POI. Also, the need for USMA and ROTC to share leadership ideas was identified.

The leadership of Cadet Command and the Army should carefully scrutinize the findings of this research. The response time to see results in the cadet corp's when new training is implemented is three to four years. That is the time it takes to purge a program of cadets who have been trained in the previous style. For this reason, this work recommends that the Army assist Cadet Command in taking actions to address the POI shortfalls. As the Army undergoes it's transition, so to must ROTC. ROTC must be responsive to the needs of the Army and change their leadership attribute training.

Remember in Chapter one with the discussion of the "CNN effect" and the decisions of a newly commissioned 2d lieutenant affecting the escalation of a conflict. Imagine this more current scenario: A new military police platoon leader is on patrol in Israel as part of an international peacekeeping force separating the Palestinians and the Israelis. The lieutenant's platoon is manning one of the checkpoints between the two warring nations. On one side of the checkpoint is an Israeli infantry platoon. On the other side is a Palestinian diplomat who controls an endless supply of teenage suicide bombers. The leadership attributes that lieutenant would have to possess are far different from those that General Shinseki had to possess to lead his platoon in Vietnam. World conditions are always changing and Cadet Command must also change to meet the Army's needs.

The ROTC program has produced many great leaders since it's inception like General Powell, former Chairman of the Joint Chiefs of Staff. Cadet Command should

build on the positive aspects of their leadership development POI and incorporate the good ideas of the USMA program. The benefit of the nation possessing a ROTC program is that ROTC provides a vastly diverse population of officers into the Army. Through learning at a school other than USMA, ROTC cadets are able to provide additional insight and creative solutions to problems.

As General Shinseki states in the foreword of FM 22-100, "Leaders inspire others toward common goals and never lose sight of the future even as they labor tirelessly for the demands of today (Army (FM 22-100), FORWORD)."

APPENDIX A

PRECOMMISSIONING

#	Category	Precommissioning Task Title
1	First Aid	Evaluate a Casualty
2	First Aid	Perform First Aid to Prevent/Control Shock
3	First Aid	Perform First Aid for Bleeding of an Extremity
4	First Aid	Perform First Aid for a Suspected Fracture
5	First Aid	Perform First Aid for Burns
6	First Aid	Perform Mouth-to-Mouth Resuscitation
7	First Aid	Perform First Aid for an Open Head Wound
8	First Aid	Perform First Aid for an Open Chest Wound
9	First Aid	Perform First Aid for an Open Abdominal Wound
10	First Aid	Perform First Aid to Clear Object from Throat
11	First Aid	Perform First Aid for Cold Injuries
12	First Aid	Perform First Aid for Heat Injuries
13	First Aid	Transport a Casualty
14	CbtSvcSpt	Recommend Admin and Personnel Actions
15	CbtSvcSpt	Supervise Financial Readiness Actions
16	CbtSvcSpt	Employ Military Justice
17	CbtSvcSpt	Supervise Supply Activities
18	CbtSvcSpt	Conduct Preventive Maintenance Checks/Svcs
19	Commo	Write in the Army Style
20	Commo	Conduct a Military Briefing
21	Commo	Communicate Effectively in Given Situation
22	Drill	Conduct Drill And Ceremonies
23	Ethics	Apply Characteristics of Profession to Officer Svc
24	Ethics	Identify Ways Values Affect Leader Obligations
25	Ethics	Comply w/DOD Joint Ethics Regulation Requirements
26	Ethics	Create a Climate that Fosters Ethical Behavior
27	Ethics	Apply the Just war Tradition
28	Ethics	Resolve an Ethical Problem
29	Force Protection	Implement a Total Fitness Program
30	Force Protection	Conduct Risk Assessment
31	Force Protection	Implement Preventive Medicine Measures
32	Force Protection	Enforce Detection Prevention Measures
33	Force Protection	Reduce Your Vulnerabilities to Terrorist Acts
34	Intelligence	Report Intelligence Information
35	Intelligence	Process Captured Material
36	Intelligence	Identify Future Threats
37	Intelligence	Identify IEW Assets
38	Land Nav	Navigate While Dismounted
39	Leadership	Apply Leadership Doctrine to Given Situation
40	Leadership	Identify Duties/Authority of Officer/WO/NCO/Civ
41	Leadership	Conduct Pre-Combat Checks
42	Leadership	Coordinate Activities with Staffs
#	Category	Precommissioning Task Title
43	Leadership	Apply Team Development Techniques

#	Category	Precommissioning Task Title
44	Leadership	Motivate Subordinates to Improve Performance
45	Leadership	Counsel Subordinates
46	Leadership	Enforce EO/Sexual Harassment Program
47	Leadership	Act in Accordance with the Code of Conduct
48	Leadership	Comply w/ Environmental Laws/Regulations
49	Leadership	Apply Branch Information to Career Decisions
50	Mil History	Apply Customs & Traditions of the Service
51	Mil History	Integrate Mil History into Education of Officers
52	NBC	Protect Yourself Using Protective Mask
53	NBC	Maintain Assigned Protective Mask
54	NBC	Protect Yourself Using MOPP Gear
55	NBC	Detect Chemical Agents Using M8 or M9 Paper
56	NBC	React to Chem/Bio Hazard or Attack
57	NBC	React to Nuclear Hazard or Attack
58	NBC	Decon Self/Individual Equip Using Decon Kits
59	NBC	Perform First Aid for Nerve Agent Injury
60	Ops/Tactics	Issue an Oral Operations Order
61	Ops/Tactics	Conduct Movement Techniques by Squad
62	Ops/Tactics	React to Direct/Indirect Fire
63	Ops/Tactics	Conduct a Defense by a Squad Sized Unit
64	Ops/Tactics	Control Entry into a Restricted Area
65	Ops/Tactics	Adjust Indirect Fire
66	Ops/Tactics	Analyze Terrain
67	Ops/Tactics	Apply Principles of War in Mission Planning
68	Ops/Tactics	Conduct Small Unit Operations IAW Law of War
69	Ops/Tactics	Process Captives
70	Ops/Tactics	Report Casualties
71	Ops/Tactics	Request Medical Evacuation
72	Commo	Communicate by Tactical Radio
73	Commo	Communicate by Tactical Telephone
74	Security	Implement Operational Security Measures
75	Security	Protect Classified Information/Material
76	Security	Employ Physical Security Measures
77	Total Army	Identify Roles/Organization of US Army
78	Training	Train Subordinates to Perform Individual Task
79	Training	Train a Team
80	Training	Train a Squad
81	Weapons	Operate an M16A1/M16A2 Rifle
82	Weapons	Maintain an M16A1/M16A2 Rifle
83	Weapons	Operate an M60 Machine Gun
84	Weapons	Maintain an M60 Machine Gun
85	Weapons	Prepare Range Card for M60 Machine Gun
86	Weapons	Employ an M18A1 Claymore Mine
87	Weapons	Employ Hand Grenades
88	Cdt CmdMT	Joint Operations
89	Cdt CmdMT	Cadet Writing Program
#	Category	Precommissioning Task Title
90	Cdt CmdMT	Oral Communications
91	Cdt CmdMT	Field Training Exercises

92	Cdt CmdMT	Social Functions
93	Cdt CmdMT	Physical Training
94	Cdt CmdMT	Leadership Laboratories
95	Cdt CmdMT	Leadership Development Program Training
96	Cdt CmdMT	Cadet Ride
97	Cdt CmdMT	Confidence & Team Building Exercises
98	Cdt CmdMT	Squad Tactics
99	Cdt CmdMT	Platoon Tactics
100	Cdt CmdMT	Training on FM 25-100/101

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